



Über dieses Buch

Dies ist ein digitales Exemplar eines Buches, das seit Generationen in den Regalen der Bibliotheken aufbewahrt wurde, bevor es von Google im Rahmen eines Projekts, mit dem die Bücher dieser Welt online verfügbar gemacht werden sollen, sorgfältig gescannt wurde.

Das Buch hat das Urheberrecht überdauert und kann nun öffentlich zugänglich gemacht werden. Ein öffentlich zugängliches Buch ist ein Buch, das niemals Urheberrechten unterlag oder bei dem die Schutzfrist des Urheberrechts abgelaufen ist. Ob ein Buch öffentlich zugänglich ist, kann von Land zu Land unterschiedlich sein. Öffentlich zugängliche Bücher sind unser Tor zur Vergangenheit und stellen ein geschichtliches, kulturelles und wissenschaftliches Vermögen dar, das häufig nur schwierig zu entdecken ist.

Gebrauchsspuren, Anmerkungen und andere Randbemerkungen, die im Originalband enthalten sind, finden sich auch in dieser Datei – eine Erinnerung an die lange Reise, die das Buch vom Verleger zu einer Bibliothek und weiter zu Ihnen hinter sich gebracht hat.

Nutzungsrichtlinien

Google ist stolz, mit Bibliotheken in partnerschaftlicher Zusammenarbeit öffentlich zugängliches Material zu digitalisieren und einer breiten Masse zugänglich zu machen. Öffentlich zugängliche Bücher gehören der Öffentlichkeit, und wir sind nur ihre Hüter. Nichtsdestotrotz ist diese Arbeit kostspielig. Um diese Ressource weiterhin zur Verfügung stellen zu können, haben wir Schritte unternommen, um den Missbrauch durch kommerzielle Parteien zu verhindern. Dazu gehören technische Einschränkungen für automatisierte Abfragen.

Wir bitten Sie um Einhaltung folgender Richtlinien:

- + *Nutzung der Dateien zu nichtkommerziellen Zwecken* Wir haben Google Buchsuche für Endanwender konzipiert und möchten, dass Sie diese Dateien nur für persönliche, nichtkommerzielle Zwecke verwenden.
- + *Keine automatisierten Abfragen* Senden Sie keine automatisierten Abfragen irgendwelcher Art an das Google-System. Wenn Sie Recherchen über maschinelle Übersetzung, optische Zeichenerkennung oder andere Bereiche durchführen, in denen der Zugang zu Text in großen Mengen nützlich ist, wenden Sie sich bitte an uns. Wir fördern die Nutzung des öffentlich zugänglichen Materials für diese Zwecke und können Ihnen unter Umständen helfen.
- + *Beibehaltung von Google-Markenelementen* Das "Wasserzeichen" von Google, das Sie in jeder Datei finden, ist wichtig zur Information über dieses Projekt und hilft den Anwendern weiteres Material über Google Buchsuche zu finden. Bitte entfernen Sie das Wasserzeichen nicht.
- + *Bewegen Sie sich innerhalb der Legalität* Unabhängig von Ihrem Verwendungszweck müssen Sie sich Ihrer Verantwortung bewusst sein, sicherzustellen, dass Ihre Nutzung legal ist. Gehen Sie nicht davon aus, dass ein Buch, das nach unserem Dafürhalten für Nutzer in den USA öffentlich zugänglich ist, auch für Nutzer in anderen Ländern öffentlich zugänglich ist. Ob ein Buch noch dem Urheberrecht unterliegt, ist von Land zu Land verschieden. Wir können keine Beratung leisten, ob eine bestimmte Nutzung eines bestimmten Buches gesetzlich zulässig ist. Gehen Sie nicht davon aus, dass das Erscheinen eines Buchs in Google Buchsuche bedeutet, dass es in jeder Form und überall auf der Welt verwendet werden kann. Eine Urheberrechtsverletzung kann schwerwiegende Folgen haben.

Über Google Buchsuche

Das Ziel von Google besteht darin, die weltweiten Informationen zu organisieren und allgemein nutzbar und zugänglich zu machen. Google Buchsuche hilft Lesern dabei, die Bücher dieser Welt zu entdecken, und unterstützt Autoren und Verleger dabei, neue Zielgruppen zu erreichen. Den gesamten Buchtext können Sie im Internet unter <http://books.google.com> durchsuchen.

This is a reproduction of a library book that was digitized by Google as part of an ongoing effort to preserve the information in books and make it universally accessible.

Google[™] books

<https://books.google.com>



Princeton University Library



32101 076384484

6500
503

UNIVERSITY LIBRARY,
NOV 27 1899

Library of



Princeton University.

Elizabeth Foundation.

00
3

THE
JOURNAL OF EDUCATION.

A Monthly Record and Review.

JANUARY TO DECEMBER, 1898.

UNIVERSITY
LIBRARY
PRINCETON, N.J.

VOL. XX.
NEW SERIES.

LONDON:
PUBLISHED BY WILLIAM RICE, AT THE OFFICE OF THE JOURNAL,
3 BROADWAY, LUDGATE HILL, E.C.

125

6500
500

YTI2EIVMU
Y8A9ELL
L.A. NOTICIA

INDEX.

PAGES 1 to 80 are in the January Number; 81 to 144, February; 145 to 196, March; 197 to 256, April; 257 to 320, May; 321 to 380, June; 381 to 440, July; 441 to 488, August; 489 to 560, September; 561 to 616, October; 617 to 676, November; 677 to 748, December.

ARTICLES, &c.

After Twenty-five Years, 510.
Aims of Modern Language Instruction and their Realization, by F. B. Kirkman, 666.
Alkestis at Edinburgh Academy, 227.
Alkestis at the Antipodes, 513.
American Women—Some Results of their Education, by C. S. Bremner, 667.
Antwerp Conference on Commercial Education, by Cloudesley Brereton, 288.
Appointments, &c. (see also in University News), 27, 28, 102, 177, 228, 290, 340, 427, 470, 528, 530, 608, 643, 710, 712.
Assistant-Masters' Association, Annual Meeting at King's College, London, Jan. 22, 1898, 135; General Meeting, 577.
Association of Assistant-Mistresses in Public Secondary Schools, Annual Meeting, 166.
Association of Headmistresses' Annual Conference, 418.
Association of Teachers in the Secondary Schools of Scotland, 25, 186, 215, 408, 672, 712.
Athlomania, 211.
Bastard, Thomas Horlock, 465.
Bismarck's First School, by W. G. Field, 603.
Calendar of Events: Jan., 44; Feb., 113; March, 177; April, 230; May, 287; June, 374; Sept., 525; Oct., 577; Nov., 644; Dec., 710.
Childhood and Romance, by Mrs. Clement Parsons, 456.
Child Study, by Alice Woods, 396.
Christmas Books, 42, 646, 715.
Colonial and Foreign News (see separate section of Index and also section "Miscellanea"): Jan., 74; Feb., 138; March, 166; April, 249; May, 314; June, 370; July, 404; Aug., 459; Sept., 511; Oct., 574; Nov., 669; Dec., 698.
Conference of Headmistresses at Oxford, 639, 663.
Conference on the Teaching of Modern Languages, 337.
Conferences of Educational Bodies (see separate section, "Meetings of Societies").
Continental Degrees in Modern Languages for English Students, by P. Shaw Jeffrey, 397.
Correlation of Studies, 367, 401.
Correspondence (see separate section of Index): Jan., 44; Feb., 136; March, 164; April, 252; May, 272, 312; June, 351; July, 399; Aug., 468; Sept., 513; Oct., 606; Nov., 664; Dec., 696.
Degrees for Women, Conference on, 72.
Educational Outlook, The [March, 1898], 162.
Educational Patriarch, An—Thomas Horlock Bastard, by A. J., 465.
Elementary School Teaching as a Profession for Gentlemen, by Mrs. E. M. Field, 279.
End of the School Boards, The, by H. Macan, 703.
Epitaphs on Mr. Gladstone, 432.

Experiment in Latin Verse, An, Sir Francis H. Doyle's "The Private of the Buffs," translated by H. W. M., 38; Experiment in Latin Verse, Another, Rudyard Kipling's "Recessional," translated by F. S., 112.
First Impressions of Australia by a New Chum, by Margaret Hodge, 271.
Five Sonnets of God's Justice, by M. E. C., 649.
Frances E. Willard, by One Who Knew Her (C. S. B.), 163.
French Grammatical Terms, 414.
From the Private Diary of a Departmental Official, by One Who Has Not Seen It, 161.
Genesis, The, of Geometry in the Race, and the Education of the Individual, by Benchara Brantford, 517.
German Version of Kipling's "Recessional," 166.
Gift Books, 42, 646, 709.
Girls' High Schools and the Universities, by Arthur Sidgwick, 639.
Girls' High Schools, their Aims, Hours, and Curriculum, by F. Storr, 31.
Gladstone, William Ewart, 329, 336, 375, 432.
Gorst.—Sir John Gorst's Educational Estimates, 395.
Grammar Schools, The Influence of, 581.
Grammatici certant et adhuc sub judice lis est, 370.
Headmasters' Conference (at College of Preceptors, Dec. 22, 1897), 63-68.
Higher Commercial Education Conference, 461.
Higher-Grade French Paper in the Scottish Leaving-Certificate Examination, 416.
Higher-Grade Schools, *Écoles Primaires Supérieures*, and *Realschulen*: a Comparison, 22.
Holiday Course at Jena University, 508.
How can we Correlate Studies? by Bertha M. Skeat, 367.
How to Train Housewives, by Mary Lovett Cameron, 107.
Hugh Myddelton School, Annual Exhibition at, 461.
Instrumental Music, Should Boys Learn? by C. F. Abdy Williams, 523.
Irish University Question: Views of Monsignor Molloy (C. S. B.), 105; Views of Dr. Mahaffy (C. S. B.), 173.
Italian, A Plea for the Study of, by F. J. Snell, 511.
Jottings (see also section "Miscellanea"): Jan., 27; Feb., 101; March, 175; April, 227; May, 289; June, 338; July, 425; Aug., 469; Sept., 527; Oct., 608; Nov., 642; Dec., 709.
Joubert on Education, by J. A. Nicklin, 604.
Kipling's "Recessional," Latin Version, 112; German Version, 166.
Latin Version of Wordsworth's Ode to Immortality, 356.
Literature in Girls' Schools, 219.
Maria Grey Training College: Opening of Winkworth Hall (C. S. B.), 592.
Meetings of Societies (see separate section of Index).

Militat omnis amans. Byron's Stanzas written on the Road between Florence and Pisa, translated by F. S., 523.
Modern Language Association: Annual Meeting at College of Preceptors, Dec. 23, 1897, 68-72.
National Competition at South Kensington, 1898, 577.
New Spring, The, by A. M., 248.
Obituary (see separate section of Index).
Occasional Notes (see separate section of Index): Jan., 17; Feb., 95; March, 155; April, 207; May, 267; June, 329; July, 391; Aug., 451; Sept., 503; Oct., 571; Nov., 627; Dec., 689.
One Thing Needful, The: A High Court of Education, by H. Macan, 171.
Opening of the Central Block of the University College of Wales, Aberystwyth, 695.
Organization of School Laboratory Work, by Hugh Richardson, 411.
Pensions, 131.
Phonetics and the Comic Papers, by P. Shaw Jeffrey, 99.
Phonetics in Modern Language Teaching, by M. Pau Passy, 70.
Plea for General Secondary Education in 1678. Christopher Wase, Schoolmaster and University Beadle (c. 1630-1690), by Prof. Foster Watson, 132.
Prize Awards (see separate section of Index): Jan., 50; Feb., 118; March, 187; April, 230; May, 294; June, 354; July, 430; Aug., 481; Oct., 590; Nov., 650; Dec., 714.
Prize Books, 42, 646, 715.
Private Schools' Association Conference at Birmingham, 288.
Publications Received: Jan., 37; Feb. and March, 177; April, 229; May, 287; June, 373; July, 428; Aug., 479; Sept., 558; Oct., 610; Nov., 645.
Queries, 427.
Religious *Impasse*, The, 693.
Report on Pupil-Teachers, 221, 243.
Return, The, of Secondary and Other Schools: its Lessons for County Councils, by H. Macan, 343.
Reviews and Minor Notices (see separate section of Index): Jan., 38-43; Feb., 109-112; March, 178-183; April, 221-227; May, 281-287; June, 344-351, 373-374; July, 419-425; Aug., 472-479; Sept., 547-556; Oct., 583-590; Nov., 632-636, 646-649; Dec., 715-720, 727-742.
Roman Catholic University for Ireland: Views of Monsignor Molloy, D.D. (C. S. B.), 105; Views of Dr. Mahaffy (C. S. B.), 173.
Royal Holloway College Conference (at Society of Arts, Dec. 4, 1897), 72-74.
Safe Novels, 373, 646.
Scale of Intelligence in Children, On a, by Prof. Karl Pearson, 509.
Schoolmaster, A Quaint, 707.
School Piano, The, 353.

Schools, Colleges, and University News (see separate section of Index, and also under section "Miscellaneous"): Jan., 45; Feb., 113; March, 183; April, 212; May, 291; June, 375; July, 406; Aug., 480; Sept., 525; Oct., 611; Nov., 671; Dec., 711.

Scottish Leaving Examinations, by William Thomson, 25.

Secondary Education Bill, The, 507.

Secondary Education in 1897, 34.

Shall we Correlate? An Imaginary Conversation, by H. Ward, 415.

Should Auld Acquaintance be Forgot? by B. L. Tolle-mache, 460.

Special Reports on Educational Subjects: Education Department, 22.

Study of Literature in Girls' Schools, by F. B. Low, 219.

Suggestion for a Schoolmaster's Holiday, 482.

Teacher and Pupil: from the Parent's Point of View, by William K. Hill, 99.

Teachers, by a Parent, 467.

Teachers' Guild (see separate section of Index): Jan., 26, 47; Feb., 140; March, 174; April, 251; May, 303, 312; June, 371; July, 396, 427; Aug., 471; Sept., 532; Oct., 576; Nov., 649; Dec., 707.

Teachers' Guild Conference at Aberystwyth, 303.

Teachers' Registration Bill, 631.

Teaching of Elementary Mathematics and Physics, by Prof. Steggall, 159.

Teaching of Modern Languages, by Rev. J. E. C. Welldon, 68.

Teaching of Science in Secondary Schools, by Bevan Lean, 246.

Technical Education (see also section "Miscellaneous"): Jan., 21; Feb., 97; March, 158; April, 210; May, 271; June, 335; July, 394; Aug., 455; Sept., 506; Oct., 573; Nov., 630; Dec., 692.

The Great Commoner: The Nation's Song of Mourning and of Triumph, by Annie Matheson, 336.

The Learning Woman, by Bertha M. Skeat, 458.

Thoughts from an Examination Room, 522.

Toynbee Hall, 575.

Training and Work of Elementary School Teachers, by Frank J. Adkins, 243. [See also p. 221.]

Tribulations of a Teacher (Seventeenth Century), by F. B. Kirkman, 574.

University Extension Society, Summer Meeting of, 417.

University of Wales and its Educational Theory, by Dr. Isambard Owen, 303.

Vision, A (Cento Sonnet), 590.

Wase, Christopher, by Prof. Foster Watson, 132.

Willard, Frances E., 163.

Willard, Mrs. Rosseter, Interview with, by C. S. Bremner, 667.

Year of Rejoicing, The: an Ode to the Empress Mother, in Remembrance of 1897, by Annie Matheson, 35.

OCCASIONAL NOTES.

Acland, Sir T. Dyke, 329.

American Technical Schools, 572.

Anderson, Mrs. Garrett, and Aldeburgh School, 506.

Art for Schools Association, 393.

Assistant-Masters' Association, 96.

Assistant-Masters' Right of Appeal, 571.

Balfour, Lord B., of Burleigh, on Scotch Education, 571.

Barnes, Mr. Earl, on Child Study, 335.

Bell, Rev. G. C., on Training, 17.

Berriew School, 157.

Birmingham University, 452, 690.

Board of Education Bill, 503, 571, 627.

Bridlington Grammar School, 692.

California, University of, 97.

Cambridge Locals, French in, 270.

Cambridge Locals Syndicate, Diploma in Arts, 208.

Cambridge Secondary Training, 209.

Catholic University for Ireland, 157.

Chambers of Commerce on Commercial Training, 156.

Charity Commission, Report of, 270.

Child Study, Mr. Earl Barnes on, 335.

China, Educational Reforms, 455.

Christ's Hospital at Horsham, 630.

Circulating School Museums, 97.

Civil Service Competition for 1898, 693.

Class Subjects, 209.

Co-education, 157, 209, 268.

Code, Elementary Education, 207.

College of Preceptors Winter Meeting, 95, 692.

Commercial Examinations, 628.

Commercial Schools, 208, 268, 627.

Commissions, 393.

Compulsory Attendance, 629.

Conference on Secondary Education Bill, 455.

Cookery, 97.

County Councils' and County Boroughs' Associations Conference, 627.

County Scholarships, 629.

Craik, Sir H., on Lockwood Bill, 454.

Cribs, 629.

Cross, Lord, on Religious Teaching, 267.

Curzon, Mr. G., on Modern Languages, 20.

Delimitation of Schools, 95.

Devonshire, Duke of, on Education Board Bill, 503.

Dismissal of Teachers, 335.

Educational News on Teachers' Guild, 453.

Education Bill of 1870, 329, 330.

Education Budget compared with War Budget, 571.

English Essays, Dr. H. M. Butler on, 630.

Eve, Mr. H. W., on Commercial Education, 505.

Fearon, Dr., on Winchester Scholarships, 17.

Food in Public Schools, 572.

Foreign Degrees, 392.

France, M. Anatole, on English Classical Teaching, 504.

Free Meals for Children, 19.

Geikie, Sir A., on Classical Education, 630.

Gladstone, Mr., Educational Work of, 329.

Gladstone, Facsimile of Postcard from, 330.

Gladstone, Mr., on Irish Universities, 394.

Gorst, Sir J., Manipurings, 18.

Gorst, Sir J., on *ad hoc*, 690.

Gorst, Sir J., on Bible Teaching in Board Schools, 452.

Gorst, Sir J., on Piecemeal Legislation, 267.

Gorst, Sir J. v. London School Board, 504.

Grading of Schools, 269.

Half-timers, 158, 267.

Headmasters' Conference, 17.

Headmistresses, Oxford Conference of, 627.

Higher-Grade Schools, 95, 156, 209, 269, 630, 691.

Hints for Eton Masters, 333.

History Teaching, Mr. Earl Barnes on, 692.

Holidays, M.P. on, 393.

Holloway Conference on a Women's University, 18.

Home Lessons, 21.

Home Schools, 392.

Hooliganism, 504.

Hosken, Rev. R. F., Co-opted to London School Board, 454.

Hull School Board, 271.

Incorporated Association of Headmasters, 95.

Irish Intermediate Examinations, 690.

Irish System, Mr. G. Balfour on, 629.

Irish Universities, 18, 157.

Irish University Bill of 1873, 330.

Joint Agency, 332, 453.

Joint Committee, 391, 451, 628, 689.

Joint Committee on Training, Report, 96.

Journal of Education, Change of Office, 451.

Juvenile Offenders, 270.

King Alfred School, 97.

King's College and the London University, 453.

Leighton, Mr. R. L., on Commercial Education, 268.

Leipzig School of Commerce, 535.

Literature on Educational Literature, 19.

Local Authorities, Educational Experts on, 689.

Lockwood, Colonel, Secondary Education Bill, 391, 451.

London, Bishop of, on Training, 628.

London Chamber of Commerce on Commercial Schools, 454.

London School Dinners Association, 18.

London School of Political Science, 505.

London University Commission Bill, 452, 630.

London University Extension Summer Meeting, 393.

Lubbock, Sir J., on Class Subjects, 209.

Lyttelton, Rev. E., on Unity of Profession, 209.

Macan, Mr. H., on Education Board Bill, 503.

Macan, Mr. H., on a High Court of Education, 155.

Magnus, Sir P., on British and Foreign Polytechnics, 334.

Mahaffy, Prof., on Irish Intermediate Examinations, 690.

Modern Language Association, 17.

Modern Quarterly of Language and Literature, 210.

Moral Instruction League, 454.

Moulton, Mr. Fletcher, on Teaching University, 155.

Muirhead Bequest, 334.

National Society on Code, 207.

Navy League, Proposal for Training Ships, 156.

N.U.T. on Higher-Grade Schools, 209.

Outlook on "An Odious Profession," 504.

Owen, Dr. Isambard, on Welsh University, 268.

Oxford Conference of Headmistresses, 627.

Oxford Magazine on the *Journal*, 333.

Page, Mr. T. E., on Training, 692.

Paris Exhibition, Education Sub-Committee, 392.

Passy, M. Paul, on Phonetics, 18.

Phontipy, 454.

Physique of Public School Boys, 691.

Polytechnics, British and Foreign, 334.

Popularity Prizes, 572.

Portsmouth Conference, 19.

Preparatory School Assistant-Masters, 158.

Preparatory Schools, 333.

Private Schools, 208, 209, 331, 333.

Private Schools' Association, 453.

Punishment, Schoolmasters' Right of, 335, 572.

Queen's College, London, 334.

Queen's Speech on Secondary Education, 155.

Reading, 21.

Reading College, 394.

Reay, Lord, on Higher-Grade Schools, 630.

Reddie, Dr., on Foreign Degrees, 392.

Registration of Teachers, Mr. Macan on, 572.

Rendall, Dr. G. H., Headmaster of Charterhouse, 18.

Return of Pupils in Secondary Schools, &c., 331.

Roman Catholic College at Cambridge, 332.

School Guardian on Religious Instruction, 454.

Schoolmastering as a Profession, 629.

Schoolmaster on Cost of Administration, 332.

Schoolmaster on Mr. Findlay, 157.

Schoolmasters' Holidays, 572.

Science and Art Department, 19.

Science and Art Department, Report of Select Committee on, 505, 689.

Science and Art Directory, Clause VII., 19, 20, 97, 156, 157, 330, 571.

Scotland, Educational Progress, 571.

Scott, Dr. S., on Lockwood Bill, 391.

Secondary Education Bill, 207, 391, 451, 693.

Secondary Education, Provision for, 332.

Secondary Scholars, Age of, 331.

Select Committee of 1838 on Education of Poor, 329.

Sharpe, Rev. T. W., on Teachers and Teaching, 158.

Sharpe, Rev. T. W., Alderman of Surrey C.C., 689.

Sheldon v. Gull, 335, 573.

Sidgwick, Mr. A., on Training, 96.

Staffing of Schools, 331.

St. Paul's School Scheme, 393.

Sunday School Teaching, 334.

Suprannuation Bill for Primary Teachers, 453.

Taylor, Mr. R. L., on Higher-Grade Schools, 691.

Teachers' Guild Aberystwyth Conference, 269.

Teachers' Guild Friendly Society, 97.

Teaching University for London Bill, 17, 95, 155, 207, 330.

Technical Education included in Secondary, 451.

Teeth of Pupils, 270.

Times on Training of Teachers, 692.

Training at Oxford, 96.

Training Colleges, Provision of, 392, 394, 691.

Training Colleges, Secondary, 20.

Truant Schools, 208.

University Extension, Cambridge Conference, 455.

University of Wales, 268.

Voice Training, 268.

Voluntary Schools, Mr. Waddington on, 267.

Welsh Intermediate Schools, 268.

Welldon, Rev. J. E. C., on Modern Language Teaching, 17.
Welldon, Rev. J. E. C., Bishop of Calcutta, 506.
Winchester Scholarships, Dr. Fearon on, 17.
Women's University, Holloway Conference on, 18.
Wood, Dr., Headmaster of Harrow, 689.
Wren, Mr. Walter, 505.

CORRESPONDENCE.

Advice to Authors of School Books, Walter Besant, 45.
Anderson's French Prose, J. G. Anderson, 166.
Annual Reports of County Council Technical Education Committees, G. J. Hill, 400.
Bachelier-ès-Lettres, Harold W. Atkinson, 469.
Boyhood, Ennis Richmond, 404.
Cambridge Junior Locals, Montagu V. Steggall, 276.
Censorship, A., of School Books, Thomas Allen, 353;
J. O. Bevan, 404.
Compulsory Games for High-School Mistresses, 45.
Correction, A., Michael E. Sadler, 276.
Dative in Modern Greek, The, Mary C. Dawes, 137,
253; A. N. Jannaris, 165, 275; W. H. D. Rouse,
275.
Dialogue on Moral Education, F. H. Matthews, 697.
Doctorat, The New, in the University of Paris, J. J.
Findlay, 352; H. E. Berthon, 403.
Dual Schools in Wales, Annie M. Dobell, 353.
Education and Crime, 351.
Education Budgets, A. Twentyman, 666.
Elementary School Teaching as a Profession for
Gentlewomen, 276; J. P. Faunthorpe, 353.
English Literature in Schools, 403.
English Made in Germany a Very Good Article—
Meditations on the Spot, Lector Friburgensis, 165.
English Secondary Education in the Light of the New
"Return," 399.
Foreign Study and Foreign Titles, J. J. Findlay, 468.
French Baccalauréat, Fabian Ware, 607.
French Degree, A New, H. E. Berthon, 274.
Geography of the Counties, Anabel Douglas, 138; Ada
L. Randall, 166.
High-School Homes of Denmark, J. Halford, 607, 697;
F. Edwards, E. Peake, 665; E. G. Haydon, 698.
Hours in Girls' High Schools, Emily Miall, 136, 254;
M. E. Sandford, 164; 353.
How can we Correlate Studies? Eleanor F. Jourdain,
401.
International Correspondence in Schools, Gustav Hein,
275.
Joint Agency for Men Teachers, R. F. Charles, 404;
J. W. Longsdon, 469.
Kindergarten Work in Sunday Schools, Frances Nodes
and F. Herbert Stead, 353.
Ladies as Elementary School Teachers, Edith Bonham
Carter, 276.
New Directory, The, the Incorporated Headmasters,
and the Future, H. Macan, 44.
Oxford Conference, The, A. A. O'Connor, 664.
Oxford Headmistresses' Conference, Annie M. Rogers,
697.
Phoneticians, A Nut for, H. S. Beresford-Webb, 45.
Phonetic Symbols and Plain English, E. Aldred
Williams, 274.
Phonetics Again, R. J. Lloyd, 272.
Phonetics, More, H. S. Beresford-Webb, 136.
Phonograph Cylinders for Teaching Pronunciation,
G. Caldersmith, 514.
Private-Schoolishness v. Uppinghamishness, 276.
Professor Knott's "Physics," C. G. Knott, 254.
Public-School Diet, 606.
Registration of Teachers, H. Macan, 606.
Relation of the Intermediate to the Elementary School,
312.
Rendall, Mr., and University College, Liverpool,
E. C. Wilson, 138.
Return of Pupils in Secondary Schools, A. Millar
Inglis, 403, 513; H. Macan, 468.
Roman Catholic University for Ireland, 274; Graham
Balfour, 352.
Royal University of Ireland, The, and Modern Lan-
guages, E. M. Cunningham, 695.

Rubbish Shot Here! John Russell, 254.
Science in the Oxford Local Examinations, 253.
Scottish Leaving Certificate Examinations, 469.
Secondary and "Other" Return, H. Macan, 468; A.
Millar Inglis, 403, 513.
Si vis pacem, Thomas B. Harbottle, 138.
Special Service, A., for Teachers at St. James's, Picca-
dilly, Rev. J. O. Bevan, 45.
Summer Courses of the Alliance Française, Paul
Barbier, 404.
Thoughts from an Examination Room, H. B. S., 607.
To our Reviewers—A Model or a Warning, F. Kettle,
276, 353.
Tovey, Mr. T.'s, Edition of Gray's Poems, D. C. Tovey,
607.
Training of Catholic Teachers, 166, 276.
Uniformity of County Council Reports, 252, 400.
Uppinghamishness, 254.
Wail, A., from Portsmouth, 352.
Winter Meeting of the College of Preceptors, H. J. J.
Watson, 137.

MEETINGS OF SOCIETIES.

Aberdeen University Endowment Association, 115.
Annual Congress of Primary Teachers (Ireland), 293.
Antwerp Conference on Commercial Education, 288.
Assistant-Masters' Association, 135, 227, 290, 577, 608.
Assistant-Masters' Association (Ireland), 116.
Association of Assistant-Mistresses in Public Secondary
Schools, 102, 166.
Association of Directors and Organizing Secretaries for
Technical and Secondary Education, 22, 98, 455,
693.
Association of Headmistresses, 27, 418.
Association of Intermediate and University Teachers
(Ireland), 229.
Association of Principals and Lecturers in Training
Colleges, 102.
Association of Teachers in Secondary Schools of Scot-
land, 25, 186, 215, 408, 672, 712.
Association of Technical Institutions, 22, 456, 609.
Australasian Association for the Advancement of
Science, 249.
Birmingham Teachers' Association, 174.
Central Welsh Board of Education, 98, 185, 377, 525,
712.
College of Preceptors Winter Meeting, 137.
Conference of Headmasters and Headmistresses in the
Secondary Schools in Kent, 470.
Conference of Headmistresses at Oxford, 639, 663, 697.
Conference of Teachers in Endowed Schools of Essex,
693.
Conference on Higher Commercial Education, 461.
Conference on the Teaching of Modern Languages, 337.
Congress of Secondary Teachers (Paris), 370.
Educational Association of Canada, 699.
Educational Institute of New Zealand, 405.
Educational Institute of Scotland, 48, 49, 115, 186, 215.
Education Society, 26, 175.
Friends' Teachers' Guild, 101, 174, 246.
Guild of Graduates (Wales), 291.
Headmasters' Conference, 63.
Home-Reading Union, 139.
Incorporated Association of Headmasters, 455, 470,
528, 581.
International Kindergarten Union, 314.
London Technical Education Board, 101, 394, 506.
Madras Teachers' Guild, 250.
Modern Language Association, 68.
National Association for the Promotion of Technical
and Secondary Education, 97, 692.
Ontario Educational Association, 405.
Parents' National Educational Union, 338.
Pestalozzi Society, 254.
Private Schools' Association, 102, 288.
Royal Drawing Society, 101.
Royal Holloway College Conference, 72.
Scottish Assistant-Teachers' Association, 115.
Scottish Association for the Promotion of Technical
and Secondary Education, 48.
Société Nationale des Professeurs de Français, 289.

Teachers' Guild, 26, 47, 140, 174, 251; Aberystwyth
Conference 303; 312, 371, 396, 427, 471, 532, 576,
649, 707.

UNIVERSITY, COLLEGE, AND SCHOOL NEWS.

[For Appointments and Obituary see elsewhere.]

Aberdeen University, 339.
Abergavenny, King Henry VIII. School, 290, 532.
Aberystwyth, University School, 643.
Accrington Technical Schools, 609.
Bala College, 340.
Bangor, County School, 187.
" University College of North Wales, 27.
Barker Collegiate School, 229.
Berkhamstead School, 102.
Bradford Grammar School, 528.
" Thornton Endowed School, 610.
Bramley, St. Catherine's School for Girls, 470.
Bristol Grammar School, 471.
" Merchant Venturers' College, 471.
Bromley High School, 481.
Bromsgrove School, 612.
Bury (Lancs.) Grammar School, 27.
Cairo, Abbas Girls' School, 532.
Cambridge, 28, 46, 113, 183, 212, 375, 406, 671, 711.
" Day Training College, 27.
" Newnham College, 43.
" Training College, 28, 118.
Cardiff, University College of South Wales, 28, 611.
" Aberdare Hall, 176.
" Grammar School, 481, 527.
Cheltenham Ladies' College, 27, 50, 118, 187, 612, 674.
" Ladies' School, 530, 532.
Chigwell School, 527.
Clewer, St. Stephen's High School, 118.
Coatham (Redcar), Turner's School, 290, 532.
Columbia University (U.S.A.), 167.
Colwyn Bay, Penrose College, 642.
Cork, Queen's College, 27.
Cranleigh, Surrey County School, 470.
Culham Training College, 290.
Dartmouth Naval College, 642.
Derby School, 290.
" Training College, 290.
Dolgelley, Dr. Williams's School, 28.
Dorchester Grammar School, 471.
Dublin, Alexandra College, 713.
" Church of Ireland Training College,
" University, 427.
Durham University, 177.
Edinburgh Academy, 227.
Edmonton, 28.
Egham, Royal Holloway College, 27, 228, 608.
Eton, 78, 176, 643.
Gateshead High School, 674.
Glasgow F. C. Training College, 427.
" University, 27.
Grimsby, Day School for Girls, 714.
Haileybury, 50, 527.
Hanley Art School, 27.
Harrow, 176, 229, 340, 608, 642.
Horsmonden, 609.
Ipswich High School, 614.
Ireland, 49, 116, 215, 293, 378, 408, 480, 526, 612, 673,
713.
Jersey Ladies' College, 187.
Keswick Dual School, 340, 608.
Khartoum (proposed) College, 609.
Lampeter, St. David's College, 339.
Leeds, Yorkshire College, 28, 530.
Liverpool, University College, 78, 228, 338, 427.
Llanelli School Board, 643.
Llanidloes County School, 643.
" Intermediate School, 28.
London, 45, 113, 184, 213, 291, 376, 407.
" Bedford College, 27, 50, 176, 216, 378, 480,
527, 611, 674.
" Central Foundation School for Girls, Spital
Square, 471.
" Charterhouse School, 228.

London, City of London School, 427.
 „ Clapham High School, 674.
 „ Datchelor College, 434.
 „ Haberdashers' School, 524.
 „ Highbury High School, 50, 378.
 „ Highgate School, 470.
 „ Jews' Free School, 609.
 „ King's College, 27, 643.
 „ King Alfred School, Hampstead, 290.
 „ London College of Music, 642.
 „ London School of Medicine for Women, 289.
 „ Manor Mount School, Forest Hill, 50.
 „ Maria Grey College, 527, 592, 712.
 „ Notting Hill High School, 614.
 „ Owen's College, Islington, 644.
 „ Parmiter's School, 228, 340.
 „ Queen's College, Harley Street, 102.
 „ South-Western Polytechnic, Manresa Road, 610.
 „ Toynbee Hall, 575, 644.
 „ University College, 114, 185, 293, 469, 480, 611.
 „ University College School, 427.
 „ Westfield College, 674, 712.
 „ Westminster School, 714.
 „ Working Men's College, 340.
 Lowestoft Technical School, 609.
 Maidstone Grammar School, 28.
 Manchester, Victoria University, 27.
 „ Owens College, 28.
 „ High School for Girls, 427.
 Marlborough College, 28, 528.
 Melbourne, Trinity College, 513.
 Montreal, McGill University, 528, 611.
 Newcastle (Staffs) High School, 674.
 Newport (Mon.) Intermediate School, 28.
 „ „ School for Girls, 118, 674.
 Norwich Middle School, 290.
 Oldham, Hulme Grammar School, 177.
 Oxford, 46, 212, 375, 525, 611, 671, 711.
 „ Lady Margaret Hall, 480.
 „ Oriol College, 176.
 „ St. Hugh's Hall, 480.
 „ High School for Girls, 470.
 Paris, Université Hall, 168, 228, 339, 609.
 Pembroke Dock, County School, 528.
 Penarth, County School, 713.
 Pontypridd School, 609.
 Pontywan Intermediate School, 427.
 Portsmouth High School, 216.
 Preston Grammar School, 228.
 Radley College, 27.
 Radnor, Presteign Intermediate School, 528.
 Richmond County School, 528.
 Risca, County School, 340.
 Rossall, 50, 614.
 Sandbach School (Cheshire), 290.
 SCOTLAND, 47, 114, 186, 214, 292, 377, 408, 525, 611, 672, 712.
 Sheffield Grammar School, 527, 610.
 Shipley, The Salt Schools, 609.
 Shrewsbury High School, 187.
 Southport Physical Training College, 527.
 Spalding Grammar School, 339, 534, 608.
 Stamford High School, 527.
 Stirling, Blairlodge School, 610.
 St. Margaret's (Bucks) Clergy Orphan School, 714.
 Stockton, High School for Girls, 470.
 Sutton Valence Grammar School, 28.
 Swaffham Grammar School, 532.
 Swansea Technical School, 528.
 Taunton, Woodard School, 102.
 Tonbridge School, 481, 610, 713.
 Towyn Intermediate School, 610.
 Trevecca College, 471.
 Truro High School, 714.
 Uckfield Grammar School, 28, 228.
 WALES, 47, 185, 291, 376, 525, 673, 695, 712.
 Warwick School, 610.
 Wellington College, 610.
 Wells (Somerset), The Blue School, 427.
 Winchester College, 530.
 „ Diocesan Training College, 643.
 „ High School, 31.

Worcester Cathedral School, 714.
 „ King's School, 674.
 „ Victoria Institute, 609.
 Wye, Agricultural College, 228.
 Yarmouth Grammar School, 28.
 York Diocesan College, 340.
 „ High School, 530.

OBITUARY.

Moses Angel, 608.
 Mary Sheldon Barnes, 532.
 Thomas Horlock Bastard, 465.
 James Bateman, 631.
 Aston Binns, 608.
 Miss E. A. Bostock, 374.
 John Sidney Boucher, 290.
 John Caird, 525.
 Rev. J. H. Edgar, 710.
 Percival Frost, 407.
 William Ewart Gladstone, 329, 336, 375, 432.
 Samuel Haughton, 49.
 John Hopkinson, 671.
 Dr. Legge, 46.
 Dr. Morrison (of Geelong), 292.
 Thomas Morrison, 377.
 William F. Moulton, 183, 185.
 Samuel Newth, 185.
 Arthur Palmer, 49.
 Dr. Poole, 49.
 Sir Richard Quain, 213.
 Osbert Salvin, 407.
 Bishop Selwyn, 183.
 H. Isbister Smith, 28.
 F. A. Walker, 575.
 Frances E. Willard, 163.

TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

Aberystwyth Conference, April, 1898, 140, 251, 303, 372.
 Birmingham Teachers' Association, Meetings open to Guild Members, 174.
 Bradford Branch, 313, 650.
 Bristol and Clifton Branch, 313.
 Cardiff Branch, 47.
 Central Guild Reports and Miscellaneous Notices, 26, 140, 174, 251, 312, 371, 427, 471, 532, 576, 649, 707.
 Education Society, 26, 175.
 Friends' Teachers' Guild, 174.
 Glasgow and West of England Branch, 427, 576.
 Ipswich Branch, 314, 472.
 Library Reports, 27, 142, 175, 252, 314, 428, 472, 534, 576, 650, 709.
 North Wales Branch, 372.
 Portfolios of Maps, &c., 471.
 Sheffield Branch, 252, 428.
 Teachers' Guild Benevolent Fund, 140, 251, 708.
 Three Towns Branch, 26, 175.
 Thrift and Benefits Committee, 140.
 Walsall Branch, 313.
 1899, Arrangements for, 649, 709.

COLONIAL AND FOREIGN NEWS.

(See also references in section "Miscellanea.")

Australia, 249, 460, 513, 700.
 Belgium, 249.
 Canada, 76, 315, 405, 699.
 Cape Colony, 404.
 China, 250, 316.
 Egypt, 318.
 France, 138, 166, 370, 459, 511, 699.
 Germany, 74, 167, 315, 460, 512, 670, 698.
 Iceland, 250.
 India, 250, 669.
 Japan, 168.
 New Zealand, 405.
 Russia, 406.
 United States, 75, 167, 314, 406, 574.

TRANSLATION PRIZE AWARDS.

"Toute une montagne évidée à l'intérieur," &c., Victor Hugo's "Voyages," 50.
 "Immer und immer wieder trat mir das Bild der schönen Godiva entgegen," &c., Joseph Lauff's "Regina Cœli," 118.
 "Afin qu'il ne manquât aucun personnage au théâtre," &c., De Retz's "Mémoires," 187.
 "Mich ruft der Tod—Ich wollt', o Süsse, &c., Heine's "Babylonische Sorgen," 230.
 "La nature est impitoyable," Victor Hugo, 294.
 "Les forêts des Gaules ont passé à leur tour," &c., Chateaubriand's "Le Génie du Christianisme," 354.
 "Alles stille!" Lyric by Julius Rodenberg, 430.
 "Une ville étonnante, une ville étourdissante," &c., Edmond et Jules de Goncourt, 481.
 "C. rtes, Chénedollé, ce timide et cet incomplet," &c., Lemaitre's "Les Contemporains" (Lamartine), 650.
 "En voici un enfin qui a tenu bon," &c., Sainte-Beuve, 714.

EXTRA PRIZE AWARDS.

Ten best English Biographies, 52.
 Word Puzzles, 120, 187, 230.
 Wordsworth Paraphrase, 356.
 Epitaph on Mr. Gladstone, 432.
 Suggestion for a Schoolmaster's Holiday, 482.
 Holiday Prizes, 590, 650.
 Descriptive Review of French or German Educational Work, 590.
 Cento Sonnet, 590.
 Anagrams, 590.
 Identification of Quotations, 715.

MISCELLANEA.

Aberdeen University as Micawber, 114; Calendar, 611.
 Academic Costume compulsory at Aberdeen, 48, 186.
 Academic Palm-leaves in France, 699.
 Accident Insurance Policies for Chemistry Students, 426.
 Adams, Mr. John, on Connexion between Primary and Secondary Schools, 215.
 Advertisements from *The Times*, &c., 228, 229.
 Agricultural Education in North Wales, 673.
 Agricultural Education, Provision for, 21.
 Agricultural Science, Honour School of, at Oxford, 375.
 Agriculture, Report of the Board of, 1896-7, 21.
 Alexander, Mr. J. J., on How to Teach Mathematics, 26.
 American Education, Reports on, 75, 573, 574.
 Anecdotes, 290, 339, 612, 643, 644.
 Annual Reports, The Use of, 211.
 Anthropological Expedition, 184.
 Arnold of Rugby, Rev. W. A. Heard on, 712.
 Arrears of Grant, Ireland, 481, 526.
 Arts Student's Immature Intellect, 214.
 Assistant-Masters' Association and Registration, 227.
 Association of Technical Institutions and Colonel Lockwood's Bill, 609.
 Association Phonétique Internationale, 72.
Athenæum's Article on Public Schools, 469.
 Australian Education, Backward Steps in Victoria, 460.
 Authorised *v.* Revised Version at Aberdeen, 49.
 Average Amount of Schooling per Inhabitant, 75.
 Average Attendance as an Indication of Success, 210.
 Barnes, Mary Sheldon, Death of, 532.
 Baths for Schools, 709.
 Bibliography of Education, 710.
 Bicycles, German Teachers may not Ride, 643.
 Bishop of London on Public Opinion *re* Education, 462.
 Blood Sports, Humanitarian League and Eton, 176.
 Board of Education Bill, 506.
 Botanic Gardens for Aberdeen University, 292.
 Botany, Failures in, at London Examinations, 185.
 Boxing for Schoolboys, 470.
 Burmese Education, 670.
 Butler, Dr., on Intellectual Enthusiasm, 606.
 Caen Holiday Course, Report, 708.
 California, The University of, 643.
 Cambridge Locals, Some Statistics, 289.
 Campbell College, 50, 612.

- Canadian Education, Report on, 76, 315.
 Cape Colony Education Report, 404.
 Capital Punishment in Schools, 608.
 Cambridge University Library, Reorganization of, 712.
 Carpenter, Miss, of Aberystwyth, Presentation to, 696.
 Catalogue of London University Library, 46, 185.
 Catholic University for Ireland, 713.
 Central Authority, Dr. Fearon on, 63; Private Schoolmasters in favour of, 102.
 Central Authority, The Teachers' Guild Resolutions, 708.
 Central Welsh Board of Education, 98.
 Chantry Chapel at Winchester, 530.
 Charity Commission on Welsh Schools, 185.
 Child Stories, 290.
 Child-Study, Miss Woods on, 311; Bogus Circulars from Advertising Firm, 314.
 Chinese Schools for Girls, Regulations, 250, 316.
 Circulating School Museums, 252.
 City and Guilds of London Institute, Report of, 506.
 City of London School New Salaries Scheme, 710.
 Claims of Secondary Schools for Recognition and Aid in the matter of Technical Instruction, 455.
 Classical Entrance Scholarship Examinations, Rev. H. W. Moss and others on, 64.
 Collard, Monsieur, on Needed Reforms in Methods, 249.
 Collegiate Centres for Agricultural Subjects, 21, 98.
 Commercial Education at the *Realschulen*, 74.
 Commercial Education, Sir Edward Grey on, 631.
 Commercial Grammar, Literature, and Composition, 98.
 Commercial Universities, 315.
 Compulsory Attendance in New Zealand, 405.
 Concise Guide to Cambridge Town and University, 671.
 Conference of Women Teachers at Oxford, 338.
 Congress of French Teachers, 370.
 Constitution and Powers of Central and Local Authorities for Secondary Education, 98; Mr. T. Normandale on, 472.
 Continuation Schools, France, 511.
 Co-operation between Parents and Teachers, Rev. J. E. Welldon and others on, 311; Mrs. Scott on, 372.
 Co-ordination of Authorities for Secondary Education, Mr. J. Waugh and others on, 311, 506.
 Cork University, Sir Rowland Blennerhassett's suggestion, 27, 49.
Cornhill on Dangers of a Resident University in Large Towns, 214.
 Correlation of Subjects, Miss Penstone on, 310.
 County Councils and Legislation, 98.
Courrier de Londres, 289.
 Cumberland Education Committee's Report, 159, 210.
 Curfew Law, a Modern Innovation in Nebraska, 314.
 Curricula of Secondary Schools, Mr. Sadler on, 251.
 Cycling Teachers, 470, 527, 643.
 "D.A. Camb.," 375.
 Dairy Work, Instruction in, 21.
 Datchelor Training College Extension, 434.
 Dean Vaughan Memorial at Harrow, 176.
 Dearth of Mistresses for Rural Schools, 101.
 Defective Children, German Schools for, 513.
 Delimitation of Secondary Education and Technical Instruction, 455.
 Destruction of University Property, 46.
 Devonshire, Grants to Secondary Schools, 336.
 Devotional Meeting of Schoolmasters, 27.
 Differentiation of Schools, Rev. W. H. Keeling, 63.
 Diplomas for Teachers in Quebec, 315.
 Dismissal of Teachers, 115, 228.
 Dismissal of Scholarship Boy, 339.
 Distribution of Grant for Agricultural Education, 21.
 Doctorate of Literature Exam., New Regulations, 45.
 "Dules" to Local Committees, a criticism, 693.
 Donation to Bury School, Lancashire, 27.
 Dorset and the Residue Grant, &c., 335, 506.
 Drapers' Company and Agricultural Education, 27.
 Duke of Devonshire on London University, 114; on Education Bill, 228.
 Durham County Education Committee, 98.
 Ecole primaire supérieure, the Leaving Certificate of, 699.
 Educational Congress at Stirling, 115.
 Educational Institute's Commission on Secondary Education, 48.
Educational Times, 642.
 Education and Grants to "all schools alike," 271.
 Education Bill, Mr. Bryce on, 630.
 Eight-Hour Day as a School Question, 339.
 Elections, Oxford, 711; Cambridge, 711.
 Elementary and Intermediate Schools, The Relationship of, 311.
 Employment of Children, German Census, 167.
 End of Modern Education, Mr. Dymond on, 175.
 Endowment of Education in U.S.A., 573.
 English as it should not be written, 176, 228, 643.
 Eton, Anniversary, 78; Flogging at, 643.
 Eton, Mr. Benson's History of, 27.
 Euphemism, Instance of, 228.
 Examinations for Teachers, Trinity College, Dublin, 673.
 Exemption of Cambridge Mechanical Sciences Tripos Honourmen and Victoria B.Sc.'s from Institute of Civil Engineers Associate Examination, 27, 48.
 Existing Facilities for Technical Education, Mr. Acland's Report on, 159.
 Expenses of Examinations, 339.
 Experimental School, Professor Dewey's, 406.
 Experts on Technical Instruction Committees, 271.
 Female Education, Madras, 669.
 Flogging at Eton, 643.
 Food of Schoolboys, 642.
 Foreign Competition, Lord Reay on, 48.
 Forestry Students, Edinburgh, 48.
 Foundation Day, University College, London, 480.
 French University Students, Statistics, 371.
 Friends' Teachers' Guild Pension Scheme, 101.
 Froebel Union Examinations abroad, 426.
 Gell, Mr. Philip Lyttelton, Retirement of, 427.
 Geoffrey Fellowship for Women at Newnham, 43.
 Geography, Cambridge Reader in, 184.
 Geography, The Teaching of, Mr. Holman on, 175.
 Geology in French Schools, 699.
 George Heriot's Trust, Altered Scheme, 48.
 German Education, Some Statistical Tables, 670.
 German Schools, Modern Languages in, 313.
 Gift to University of Paris, 459.
 Gifts to Cambridge University, 213, 407.
 Gilchrist Medal, Award, 27.
 Glasgow School Board, Decreased Attendance, 115.
 Godless Colleges, Archbishop Walsh and Bishop O'Dwyer, on, 49.
 Gordon Memorial School at Khartoum, 609.
 Gorst, Sir John, on Secondary Education, 176.
 Grievances of Irish Teachers, 293.
Guardian on Secondary Education, 644.
 Guesses at Truth, Extract from, 215.
 Haberdashers' School, New Buildings, 524.
 Haldane, Mr., M.P., on Educational Questions, 611.
 Halls of Residence for Women Students at Liverpool, 338; and Aberdeen, 339.
 Hannah Floretta Cohen Students' Fund, 43.
 Harcourt, Sir William, on Welsh Education, 695.
 Harrow Mastership, 642.
 Headmistresses' Conference at Oxford, 212, 663.
 Hebrew Manuscripts, Gift to Cambridge University, 407.
 Heraldry of Wales, Mr. T. H. Thomas on, 47.
 Hereford, The Bishop of, as a Ploughman, 608.
 Higher Education in France, 138.
 Higher-Grade (Science) Schools of Scotland, 608.
 Hints for Eton Masters, 176.
 Holiday Course for School Music Teachers, 534.
 Holiday Courses:—Jena, 289, 460, 482, 508; Greifswald, 434; Marburg, 289, 460; Tours, 578, 708; Paris, 289; Edinburgh Summer Meeting, 338; Cambridge Vacation Course, 340; Caen, 708.
 Home Teaching Society for the Blind, 27.
 Honour Schools, Oxford, Suggested Changes, 375.
Horsmonden School Budget, 609.
 Hostel at Salisbury for Lady Teachers, 101.
 Howlers, 102. See Anecdotes, &c.
 Hurlbatt, Miss Ethel, Appointment of, to Bedford College for Women, London, 176.
 Hutcheson's Schools and Glasgow School Board, 377.
 Iceland, Education by means of Circuit Teachers, 250.
 Jena University, Ladies forbidden the Lectures, 482.
 Ignorance of Children as to Meaning of Words, 608.
 Imperial Institute and the University of London, 710.
Indian Journal of Education on Primary Education, 669.
 Indian Schools, Management of, 405.
 Infancy and Education, Dr. N. M. Butler on, 314.
 Injurious Effect of Examinations, 339.
 Institute of Research, India, 669.
 Intellectual Enthusiasm, Dr. Butler on, 696.
 Intemperance, President Moore on Beer-Drinking by School Children, 289.
 Intermediate Education, Ireland, 49, 216, 408, 480, 526, 612, 673, 713.
 Ipswich High School's Coming of Age, 613.
 Irish Managerial Difficulty, 293, 378, 408, 481.
 Irish Schools, Inspectors' Reports on, 612.
 Irish Teachers Demand Reform in System of Secondary Education, 229.
 Irish University Question, 49, 116, 215, 612, 673, 713.
 Japanese Education, 168.
 Johnston Case at Aberdeen, 48, 115, 186, 214, 293, 377, 672.
 Joint Agency Committee, Composition of, 228.
 Joint Register for Women Teachers, 102.
 Kentish Teachers in Council, 470.
 Kindergarten Convention at Philadelphia, 314.
 Kissing of Hands Forbidden in Austria, 609.
 Lady Doctors in the days of James I., 643.
 Law, Notes on Cases, 228, 289, 339, 374, 425, 470, 534, 608.
 Leaving Certificate Examination, Miss Ward and Herr Hein on, 672.
 Lecturer in Geography and Cambridge, 176.
 Lectures on Education, France, 512.
 Legislative Repose at Oxford, 711.
Leicester Daily Post, 158.
 Leicester Technical Education Committee, 158.
Le Maître Penitifique, 72.
 L'Entente Cordiale, 176.
 Leprévost, Monsieur Gabriel, Proposed Pension for, 289.
 Liberal Caining, A, 339.
 Library for Oxford Women Students, 46.
 Lindsey Educational Committee, 693.
 Llandoverly College Jubilee, 525.
 Loan Portfolios of Illustrations, Teachers' Guild, 471.
 Local Authorities for Secondary Education, 630.
 Lockwood Bill, The, 630.
 London School of Economics, 631.
 London School of Medicine for Women, 289.
 London Technical Education Board, Free Scholarships, 101, 507; Fifth Annual Report, 395.
 London University Question, 113, 213, 291, 376, 407.
 Lord Balfour on Education, 186.
 Mahomedan University, Description of Methods in, 318.
 Manchester, Technical Instruction, 573.
 Manitoba School Question, 315, 405.
 Manual Instruction Commission, Ireland, 713.
 Manual Training in Germany, 671.
 Manual Training, Wise Words by the late Prof. F. A. Walker, 575.
 Many Small Schools or Few Large Schools, Miss E. P. Hughes and others on, 309.
 McGill University, some account of, 315.
 Metric System, 340, 534.
 M'Ewan Hall, Edinburgh, Opening of, 48.
 Michelet Centenary, 512.
 Modern Education, End of, Mr. Dymond on, 175.
Modern Language Quarterly, 68.
 Modern Language Teaching, Rev. J. E. C. Welldon and others on, 68.
 Modern Languages in German Schools, 313.
 Modern Side, the, French Criticism of, 459.
 Modern Universities, Dr. Saundby on, 673.
 Monk-Graduates at Cambridge, 407.
 Monopoly of the *Gymnasium*, 460.
 Monotechnic Conference, 692.
 Moon, The, Prof. F. Womack on, 708.
 Moral Instruction in India, 250.
 Moral Training, Professor Hume on, 405.
 Morality, Monsieur René Goblet on the Teaching of, 371.
 Munster, Proposed University for, 27.
 Musical Degrees at Oxford, 711.
 Mutual Benefit Society for French Teachers, 370.
 National Association for the Promotion of Technical and Secondary Education, Tenth Annual Report, 97.

Needlework—Manual Training for French Girls, 699.
 Newnham, a Grandson of, 426.
 No Popery Agitation, 184, 212, 375.
 North Bucks, Technical Education in, 210.
 Nunquamne reponam vexatus toties? 27.
 Old Eton College Bill, 709.
 Ontario, Education in, Rev. J. O. Bevan on, 372.
 Organization of Headmasters' Conference, 65.
 Oxford and Cambridge Scholarship Examinations, Dr. Gray and others, 67.
 Oxford and Cambridge Schools Examination Board, Rev. H. A. Dalton on, 68.
 Oxford Diploma in Education, Vacation Course for, 289.
 Oxford through foreign spectacles, 338.
 Paley Question at Cambridge, 375.
 Parents' National Educational Union, 338.
 Paris Exhibition, 1900, Education Section, 371, 426, 699.
 Paris, New Travelling Scholarships, 470.
 Peckover, Mr. Alexander, Gift to Eastern Counties Asylum Schools, 290.
 Pedagogy, Syllabus of French Examination, 699.
 Penrose, Miss Emily, Appointment to Royal Holloway College, Egham, 27.
 Pensions Difficulty in Ireland, 116, 216, 293, 713.
 Pestalozzi Society, 254.
 Pfeiffer Scholarship Award, 480.
 Phonetic Alphabet, Mr. Siepmann on, 72.
 Phonetics, Monsieur Paul Passy and others on, 70.
 Pianos for School Use, The Care of, 353.
 Ploughmen and Farmers, Prizes for, 506.
 Plumbers' Registration, 339, 692.
 Popular Education, Dates of Introduction of, into Civilized Lands, 75.
 Preliminary Examination, Scottish Universities, 526.
 Presentation Copies of Text-Books in America and England, 314.
 Preston Grammar School Vacancy, 228.
 Previous Examination, The, 46, 212, 375, 711.
 Principals of Training Colleges in Council, 102.
Privat-dozenten, Legal Position of, 167.
 Profanity in Aberdeen, Suggested Cause, 49.
 Public Orator's Speech at Cambridge, 406.
 Queen's College, Harley Street, Enlargement of, 102.
Realschulen in Berlin, 74.
 Recognition of County Councils under "Clause VII.," 271.
Record, The, 98, 506, 693.
 Registration Scheme, University College, London, 480.
 Reindeer, Instruments of Civilization (Alaska), 574.
 Religious Education Union, 425.
 Religious Question, how settled in Canada, 78, 315.
 Religious Question in Australia, 700.
 Removal of Pupils without Notice, 374, 425.
 Rendall, Dr. G. H., and Charterhouse School, 78.
 Representation of Teachers in Parliament, 27.
 Residue Grant, Disposal of, 210.
 Responsibilities of School Governors, 534.
 Revised Syllabus for 1900, London University, 214.
 Reynolds's Report on Technical Schools, U.S.A., 573.
 Rogers, Mr. F. W., on Essex County Council, 693.
 Roman Catholic Hostel at Cambridge, 184, 212, 375.
 Royal Society, Sir W. A. Mackinnon's Bequest to, 27.
 Russian Schools, Poor Children Excluded, 406.
 Salaries in Germany, 75, 512; in New Zealand, 405.
 Scholastic Agents: a *Pall Mall* Sketch, 608.
 School Doctors in Germany, 316.
 School Drawing, Mr. Ablett on, 101.
Schoolmaster, The, Notes of Education Debate, 426.
 School of Commerce at Liverpool, 631.
 Science and Art Directory, Clause VII., 98, 158.
 Science in Australia, 249; in Irish Schools, 378, 612.
 Scotch Education Department Return, 377.
 Scottish Association for Technical Education, 48.
 Secondary Education, 709.
 Secondary Education Bill, Teachers' Guild (Glasgow Branch) Letter to Educational Institute, 427, 453.
 Secondary Schools, Increase in Number and Efficiency of, 336.
 Secret of Hegel and Dr. Stirling, 612.
 Sharpe, Rev. T. W., and the Surrey County Council, 700.

Shorthand for Schoolboys: an Experiment, 644.
 Simpson, Mr. Morland, on the Ignorance of Schoolboys of History, 215.
 Sirdar, The, at Cambridge, 712.
 Soames Phonetic Trust, 176.
 Social Democrats excluded from German School Committees, 671.
 Social Functions of the Teacher, M. Léon Bourgeois on, 371.
 Socrates, Canon Scott Holland on, 708.
 Somerset and Durham Technical Education: a Comparison, 336.
 Somerset Education Committee, 210, 271.
 Spalding Grammar School Trust Funds, 608.
 Speech Day at Haileybury, 527.
 St. Andrews-Dundee, Dispute, 47, 48, 292, 526, 672.
 Stokes, Sir George Gabriel, Jubilee of, 712.
 Students' Union, Aberdeen, Allowance of Alcoholic Liquors, 48.
 Sunday School, American Appreciation of the, 575.
 Sunday Work at Haileybury, 50.
 Surgery Professorship at Cambridge, Suspension of, 184, 212.
 Surrey County Council Grants to Schools, 336.
 Swallow, Rev. R. D., in praise of County Councils, 693.
 System of Doles, Criticism of, 335.
 Tables Turned, The, 710.
 Teachers in Parliament, 27, 530.
 Teachers' College of New York, 167.
 Teachers' Guild, Objects of, 313.
 Teaching of Modern Languages, Prof. H. A. Strong and others on, 337.
 Technical Education, Definition of, 631.
 Technical School at Battersea Polytechnic, 102.
 Technical Schools, Expenditure on since 1889, 693.
 Technical Universities in Prussia, 512.
 Ten Commandments, New Edition by the Edinburgh School Board, 527.
 Terms at an Army Coaching Establishment, 425.
 Text-Books, Mr. Churton Collins on, 140.
 The Child's Extremity, 290.
 The Private Student at London University Examinations, 184.
 The Way Language Grows: an Instance, 228.
 Thin End of the Wedge, 158.
Tit-Bits and First Aid, 608.
 Tonic Sol-fa, Welsh Criticism of, 525.
 Tours Holiday Course, Report, 708.
 Toynbee Hall, 575.
 Trained Teachers, Deficiency of, in Scotland, 186.
 Training at Cambridge for Secondary Teachers, 27, 46.
 Training for Teachers, The *Times* on, 711.
 Training of Engineers in U.S.A., 573.
 Training of Teachers, 65, 116, 316.
 Troubles of a Prussian Master, 316.
 Union Society Elections, 46, 113.
 Université Hall, Paris, 166, 609.
 University Extension in Germany, 698.
 University Extension Summer Meeting, London, 338.
 Vacation Course for Teachers at Oxford, 525, 671.
 Vaccination, French Teachers and, 139.
Vale et benedicite, 102.
 Verses by F. W. B., 228.
 Victoria University, 426.
 Voice Development and Training of the, Mr. MacDonald and Mrs. Behnke on, 316, 428.
 Wellton, Rev. James Edward Cowell, Outline of Career, 528.
 Welsh Classics, New Issue of, 291.
 Welsh Education, Mr. R. E. Hughes on, 291.
 Welsh Educational Theory, Dr. Isambard Owen on, 303.
 Westbourne House and Dr. Arnold, 426.
Westminster Gazette, Prize Sentence from, 176.
 What are Tithes? 102.
 Whisky Money, Distribution of, 98.
 Withdrawal of Pupils, 289.
 Women's Education in Prussia, 698.
 Women's University, see Royal Holloway College Conference, 72-74.
 Wordsworth, Mr. James Fotheringham on, 650.
 Working Men's College, 340, 710.

Working Men's College Building Fund, 710.
 Worship of Athletics, Mr. E. H. Culley on, 67.
 Yorkshire, West Riding, Technical Education in, 210.

REVIEWS.

Achille et Patrocle, Leon Claudel's (Emile B. Le François), 286.
 Addison's Essays, Helps to the Study of (C. D. Punchard), 555.
 Adventures of a Stowaway, The (Fred Whishaw), 43.
 Aeschylus Tragoediae (Lewis Campbell), 588.
 Aeschylus: Persæ (J. H. Haydon), 737.
 Aeschylus: Prometheus Vincit (E. H. Sikes and St. J. B. Wynne Wilson), 737.
 Albany Edition of Lord Macaulay's Works, 738, 739.
 Algebra, A First (Dr. W. T. Knight), 740.
 Algebra, A Middle (W. Briggs and G. H. Bryan), 740.
 Algebra, Introduction to (Professor G. Chrystal), 549.
 Algebra, The New Explicit (James J. O'Dea), 424, 477.
 Algebraical Factors (Dorabji H. Vachha), 740.
 Alien Immigrants to England (W. Cunningham), 585.
 Allegories (Dean Farrar), 182.
 Alphabet of Animals (Carton Moore Park), 647.
 American Literature (Katharine Lee Bates), 553.
 Analytical Conics for Beginners, Examples in (W. M. Baker), 424.
 Ancient Classics for English Readers, 285.
 Animal Alphabet, Nelson's, 647.
 Animals, Their Ways and Claims (Edith Carrington), 43.
 Anne, Reign of, 227.
 Application of Psychology to the Science of Education, translated from Herbart (Beatrice C. Mulliner), 421.
 Arabian Nights Entertainments (Andrew Lang), 646.
 Aristophanes (Rev. W. Lucas Collings), 285.
 Aristotle (Sir Alex Grant), 286.
 Arithmetic (A. E. Layng), 424.
 Arithmetic (Bertenshaw), 589.
 Arithmetic, Commercial (C. Pendlebury), 589.
 Arithmetic for Schools (S. L. Loney), 351.
 Arithmetic, How to Work (L. Norman), 739.
 Arithmetic (Murray), 477.
 Arithmetic, School and College (Dr. R. Wormell), 589.
 Arithmetic, The New Explicit (James J. O'Dea), 424.
 Arithmetic, The Principles of, 477.
 Army, The Story of the, 222.
 Arnold's British Classics for Schools, 111.
 Arnold's English Literature Series, 739.
 Arnold's School Shakespeare, 227.
 At Aboukir and Acre (G. A. Henty), 716.
 Atlas of Classical Portraits (1) Greek Section, (2) Roman Section (W. H. D. Rouse), 349.
 Athenæum Press Series, 734.
 Aucassin and Nicolette, Translation (F. W. Bourdillon), 183.
 Australia, The Story of (Flora L. Shaw), 422.
 Autobiography of a Bulldog (Mrs. Neville Peel), 718.
 Baumbach: Die Nonna, Der Schwiegersohn, 183.
 Beginner's Guide to Modern Business Methods: The Home Trade (Frederick Hooper and James Graham), 477.
 Beginner's Guide to Office Work (Hooper and Graham), 477.
 Bell's Cathedral Series, 221.
 Bell's English Classics, 111, 738.
 Beyond the Border (W. D. Campbell), 647.
 Bible in Modern English (Swan), 634.
 Bible Text-Book, The (John Jackson), 227.
 Biblia Innocentium (J. N. Mackail), 477.
 Biblical Quotations in Old English Prose Writers (Albert S. Cook), 183.
 Biological Lectures delivered at the Marine Biological Laboratory, Wood's Holl, 1896-7, 588.
 Black's Historical French Readings, 555.
 Black's Historical Latin Readers, 423.
 Black's School Shakespeare, 285.
 Blackboard Drawing (W. E. Sparkes), 634.
 Blackie & Son's Prize Books, 647, 716.
 Blackwoods' School Shakespeare, 554.
 Book-keeping (J. E. L'Estrange), 477.
 Both Sides the Border (G. A. Henty), 647.
 Boy's Own Paper, Vol. for 1898, 718.

- Boyhood : a Plea for Continuity in Education (Ennis Richmond), 348.
- British Empire Tree, Wall Chart, 286.
- Browning, Selections from (F. Ryland), 349.
- Bunyan's Pilgrim's Progress in Modern English (John Morrison), 111.
- Burke, Edmund : Letter to a Noble Lord (Albert H. Smyth), 738.
- Cambridge Bible for Schools and Colleges, 476.
- Cambridge Geographical Series, 420.
- Canada, The Story of (Howard A. Kennedy), 588.
- Carlyle : Essay on Burns (A. J. George), 476.
- Carlyle : Sartor Resartus (J. A. S. Barrett), 226.
- Carlyle : The Hero as Divinity (Mark Hunter), 738.
- Carlyle : The Hero as Man of Letters. With Introduction and Notes (Mark Hunter), 111.
- Cassell & Company's Prize Books, 715.
- Cassell's *Saturday Journal*, Volume for 1897, 43 ; 1898, 715.
- Catullus, Tibullus, and Propertius (J. Davies), 285.
- Chambers's Algebra for Schools (William Thomson), 283.
- Chambers's Alternative Geography Readers, 479.
- Chambers's Alternative History Readers, 479.
- Chambers's Biographical Dictionary (David Patrick and Francis Hindes Groome), 349.
- Chambers's English Dictionary, 285.
- Chapter of Accidents, A (Mrs. Hugh Fraser), 374.
- Charles the Great (Thomas Hodgkin), 550.
- Chaucer, The Globe Edition (A. W. Pollard, H. F. Heath, M. H. Liddell, and W. S. McCormick), 478.
- Chemical Analysis (Briggs and Stewart), 742.
- Chemical Analysis, Manual of (G. S. Newth), 740.
- Chemical Experiments (G. H. Wyatt), 740.
- Chemistry, Books on, 740.
- Chemistry, Practical Organic (George George, Samuel Rideal), 742.
- Child of the Caravan, The (E. M. Green), 43.
- Children's Study, The, 183.
- Children's Treasury, The, 647.
- Christmas Books, 42, 646, 715.
- Chums at Last (A. Forsyth Grant), 716.
- Chums, Volume for 1898, 648.
- Cicero, The Fourth Verrine of (F. W. Hall), 737.
- Cid Campeador, The (H. Butler Clarke), 180.
- Clear Speaking and Good Reading (Arthur Burrell), 634.
- Clerk of Oxford, A (E. Everett Green), 43.
- Clough, Annie J., Memoir of, 38.
- Clutterbuck's Treasury (Fred Whishaw), 646.
- Coleridge : The Ancient Mariner (A. J. George), 476.
- Common Errors of Speech (Alfred G. Compton), 425.
- Comparative Atlas (J. S. Bartholomew), 635.
- Conics, Elementary (W. H. Besant), 424.
- Conington's Virgil, revised edition (F. Haverfield), 225.
- Conquest of Italy, The (E. G. Wilkinson), 423.
- Considerations concerning Free Schools (Christopher Wase), 132.
- Continental Chit-Chat (Humbert), 478.
- Contributions Towards a Bibliography of the Higher Education of Women (Mary H. Rollins), 182.
- Courage, True Hearts (Gordon Stables), 716.
- Court of Queen Summergold : Cantata (Postgate and Wareing), 636.
- Coventry, History of (Harris), 554.
- Cowmen and Rustlers (E. S. Ellis), 715.
- Cowper, Selections from Poems of (James O. Murray), 734.
- Cricket (Prince Ranjitsinhji), 112.
- Crowned Queen, A (Sydney C. Grier), 648.
- Dante, Stories from (Norley Chester), 589.
- Dante's Ten Heavens : a Study of the Paradiso (Edmund G. Gardner), 732.
- David Lyall's Love Story, 374.
- Debatable Claims : Essays on Secondary Education (John Charles Tarver), 347.
- Demosthenes : Androtion (T. R. Mills), 737.
- Demosthenes : First Philippic and the Olynthiacs (J. E. Sandys), 737.
- Demosthenes (Rev. W. J. Brodribb), 286.
- Dent's First and Second French Book, 738.
- Der Schwiegersonn, Rudolf Baumbach's (Dr. Wilhelm Bernhardt), 183.
- Design, The Bases of (Walter Crane), 224.
- Development, The, of the Child (Nathan Oppenheim), 728.
- Dialogue on Moral Education (F. H. Matthews), 633.
- 697.
- Dictionary of Quotations (Classical) (T. B. Harbottle), 41.
- Doctor and Patient : Hints to both, by Robert Gursuay, of Vienna (Translated by A. S. Levetus), 350.
- Doctrine and Development (Hastings Rashdall), 729.
- Domestic Hygiene, including some general problems affecting the Public Health (Arnold Winkelreid Williams), 742.
- Domestic Science Readers, Macmillan's, 479.
- Domitia (S. Baring Gould), 648.
- Dorothy Darling (Minnie E. Paul), 42.
- Dorothy Wordsworth, The Journals of (William Knight), 550.
- Drawing and Design (Charles G. Leland), 634.
- Dryden : Palamon and Arcite (George E. Eliot), 738.
- Dumas : Vingt Ans Après (Francis Tarver), 41.
- Earle's Microcosmography (Alfred S. West), 587.
- Elementary Readers, Geographies, &c., 478.
- Empire and the Papacy, The, 918-1273 (T. F. Tout), 736.
- England and the Reformation (G. W. Powers), 226.
- English Christianity, Beginnings of (W. E. Collins), 555.
- English Grammar (Earle), 224.
- English Grammar (G. R. Carpenter), 285.
- English Grammar, Past and Present (T. C. Nesfield), 226, 287.
- English History, 1714-1837 (A. Johnson Evans and C. S. Fearenside), 478.
- English History, 1689-1895 (E. J. Mathew), 588.
- English History for Children (Mrs. F. Boas), 227.
- English Lyric Poetry, 1500-1700, with Introduction (Frederick Ives Carpenter), 110.
- English Masques, with Introduction (H. E. Evans), 109.
- English Prose for Junior and Senior Classes (J. Logie Robertson), 589.
- Englishwomen's Year Book (Louisa Hubbard), 425.
- Entomology, Text-Book of (Alpheus S. Packard), 424.
- Essay on Comedy, and the Uses of the Comic Spirit (George Meredith), 474.
- Essays, Essay-Writing, and Paraphrasing (C. J. Dawson), 477.
- Essays on Secondary Education (Christopher Cookson), 281.
- Essex : Past and Present (G. F. Bosworth), 635.
- Esther's Charge (E. Everett-Green), 720.
- Ethical Library, The, 180.
- Ethics (Sidgwick), 182.
- Euclid, A New Sequel to (W. J. Dilworth), 589.
- Euclid, Book I., A Simplified (W. W. Cheriton), 478.
- Euclid, Book I., Exercises on (W. Weeks), 589.
- Euclid, Books I. and II. (Charles Smith and Sophie Bryant), 421.
- Euclid, Books VI.-XI., Key to (W. W. Taylor), 425.
- Euripides (William Bodham Donne), 285.
- Europe in the Sixteenth Century (A. H. Johnson), 178.
- Eversley Series, 42.
- Excelsior Atlas of the British Empire, exclusive of Africa and the British Isles, 739.
- Exercises and Test Questions on the "Tutorial Latin Grammar" (F. L. D. Richardson and A. E. W. Hazel), 225.
- Exeter Cathedral (Percy Addleshaw), 221.
- Face to Face with Napoleon (O. N. Caine), 720.
- Facsimile Modern Business Forms, 477.
- Faerie Queene, The, Book I. (W. K. Hill), 111.
- Fairy Tales of Master Perrault (Walter Rippmann), 286.
- Fighter in Green, A (Herbert Hayens), 716.
- First Year in German (I. Keller), 183.
- Five-Place Logarithmic and Trigonometric Tables (J. W. Nicholson), 589.
- Foreign Statesmen Series, 40, 550, 551.
- For Treasure Bound (Harry Collingwood), 42.
- Forty-one Years in India, (Lord Roberts), 648.
- France (M. C. Rowsell), 183 ; (J. E. C. Bodley), 344 ; (Jervis, Hassall, and Haverfield), 350.
- Francis Place, The Life of (Graham Wallis), 548.
- French Composition, Exercises, Based on Mérimée's "Colomba" (A. C. Kimball), 286.
- French Catalogue, Williams & Norgate's, 183.
- French Course, New Grammatical, Two Books (Albert Barrère), 286.
- French Course, The Preceptors' (Ernest Weekley), 112.
- French Grammar and Exercises, The Beginner's (H. R. Harper), 286.
- French Philology and Literature, Primer of (E. Th. Trüe), 286.
- French Practical Course (Magnenat), 556.
- French Prose Composition (J. G. Anderson), 110.
- French Reading Books, 41, 286.
- French Pronunciation, 286.
- French Grammar and Exercises, 286.
- French Whys and Wherefores (Léo Milliet), 112.
- French without Tears, Book III. (Mrs. Hugh Bell), 41.
- From Story to Story (Janie Brockman), 42.
- Gasc's Dictionary of the French and English Languages, 182.
- Geography, An Illustrated School (Andrew J. Herbertson), 730.
- Geography (Charles Bird), 589.
- Geology (Skertchly and Monckman), 635.
- Geometry, Primer of (J. Sutherland), 740.
- German for Beginners (L. Harcourt), 284.
- German Modern Language Teaching, 534.
- German Selections (Mondan), 183.
- Gift Books, 42, 646, 715.
- Girl of To-day, A (E. D. Adams), 716.
- Gladstone, Talks with (Hon. L. A. Tollemache), 419.
- Glimpses into Plant Life (Mrs. Brightwen), 112.
- Goethe : Faust, Translation of First Part (Beta), 738.
- Golden Picture Book, 647.
- Golden Treasury, The, of Songs and Lyrics, Second Series (Francis T. Palgrave), 111.
- Goldsmith's The Traveller (Rev. A. Woodward), 349.
- Grammaire Pratique de la Langue Anglaise (M. le Professeur Larmoyer), 41.
- Grant, Ulysses S., and the Period of National Preservation and Reconstruction (William Conant Church), 733.
- Gray's English Poems (D. C. Tovey), 555.
- Great Educators Series, 346.
- Greece, History of (Zimmern), 183 ; (Holm), 548.
- Greek and Latin Syntax (G. Buckland Green), 282.
- Greek and Roman Antiquities, a Concise Dictionary of, based on Sir W. Smith's "Larger Dictionary" (F. Warre Cornish), 348.
- Greek Anthology, The (Lord Neaves), 285.
- Greek Primer, A Shorter (A. M. M. Stedman and C. G. Botting), 757.
- Greek Verse Unseens (T. R. Mills), 283.
- Green Toby Jug, The (Mrs. Hohler), 647.
- Grillparzer's Sappho (Walter Rippmann), 423.
- Gubbins Minor (Fred. Whishaw), 227.
- Guesses at Truth by Two Brothers, 42.
- Guilty Silence, A (A. E. Deane), 718.
- Hand of the Spoiler, The (R. H. Forster), 374.
- Handbook of Courses open to Women in British, Continental, and Canadian Universities (Isabel Maddison), 182.
- Handsome Brandons, The (Katherine Tyman), 647.
- Hannibal : A Drama (Louisa Shore), 423.
- Hannibal and the Crisis of the Struggle between Carthage and Rome (William O'Connor Morris), 39.
- Harold, the Last of the Saxon Kings, abridged (J. H. Voxall), 739.
- Heath's Modern Language Series, 183.
- Heine's Lieder und Gedichte (C. A. Buchheim), 112.
- Henry of Guise, and other Portraits (H. C. Macdowall), 737.
- Herbartian Principles of Teaching, Introduction to (Catherine I. Dodd), 735.
- Herbartian Psychology applied to Education (John Adams), 109 ; (B. C. Mulliner), 421.
- Her Friend and Mine (Florence Coombe), 716.
- Her Memory (Maarten Maartens), 648.
- Herm (Mrs. Molesworth), 646.
- Herodotus, Book III. (John Thompson and B. J. Hayes), 737.
- Heroes of the Nations Series, 39, 180, 733.
- Hesiod and Theognis (Rev. James Davis), 285.
- Higher Arithmetic and Mensuration (E. Murray), 477.
- Higher Latin Unseens (H. W. Auden), 283.

Hints on Teaching French, with a running Commentary on Dent's First and Second French Books (Walter Rippmann), 738.
 His Grace o' the Gunne (J. Hooper), 373.
 Historical French Readings, Black's, 555.
 History of Ancient Geography (H. F. Tozer), 420.
 History of British Colonial Policy (H. E. Egerton), 421.
 History of England, Advanced (Cyril Ransome), 42.
 History of England (Boas), 227; (Evans and Fearenside), 478; (E. J. Mathew), 588.
 History of England (H. O. Arnold-Forster), 110.
 History of England for Lower Forms (C. H. Simpkinson), 284.
 History of England for Middle Forms, in Two Parts (F. York Powell and T. F. Tout), 422.
 History of English Literature, Vol. II. (Elizabeth Lee), 476.
 History of France (Mary C. Rowsell), 183.
 History of France to 1870 (W. H. Jervis, Arthur Hassall, and F. Haverfield), 350.
 History of Great Britain (G. W. Prothero), 634.
 History of Greece, translated from the German of Adolf Holm (Frederick Clarke), 548.
 History of the Indian Mutiny (T. Rice Holmes), 181.
 History of the Royal Navy (David Hannay), 222.
 History, Study of, 633.
 Horace, The Odes, translation (A. D. Godley), 283.
 Horace, The Works of, rendered into English Prose (William Coult), 349.
 Horace Mann and the Common School Revival in the United States (B. A. Hinsdale), 346.
 Hygiene, Practical Domestic (J. L. Notter and R. H. Firth), 742.
 Ida from India (Mrs. H. Martin), 43.
 Illustrated Fairy Books (Hugh Thompson), 718.
 India, The Story of (Demetrius C. Boulger), 553.
 International Education Series, 583.
 In the Cage (Henry James), 648.
 Isaiah, Chapters xl.-lxvi. (Rev. J. Skinner), 476.
 Italian Literature, History of (Richard Garnett), 552.
 Italian Pronunciation (T. E. Colomba), 478.
 Italy, The Union of, 1815-1895 (W. J. Stillman), 735.
 Jack's Mate (M. B. Cox), 42.
 Japan, The Story of (R. Van Bergen), 555.
 Jo, a Stupid Boy, and other Tales (K. E. Vernham), 647.
 John Gilbert, Yeoman (R. G. Soams), 374.
 Journeys through France (H. Taine), 223.
 Jubilee Book of Cricket (Prince Ranjitsinhji), 112.
 Just Forty Winks (Hamish Hendry), 285.
 Juvenal (Edward Walford), 285.
 Keats' Odes (A. C. Downer), 284.
 King Alfred's Viking (C. W. Whistler), 716.
 King's Reeve, The (Rev. E. Gilliat), 720.
 Klondyke Nuggets (E. S. Ellis), 715.
 Kron's French Daily Life, 788.
 L'Abécédaire of French Pronunciation (Gabriel Leprévost), 286.
 La Fortune de d'Artagnan, from Dumas' "Le Vicomte de Bragelonne" (Arthur R. Ropes), 286.
 Lambelle's Gustave Toudouze (James Boiello), 41.
 Lamb's Tales from Shakespeare, 739.
 Lamb's Tales from Shakespeare, with Notes, &c. (J. H. Flather), 284.
 Land Surveying (Baker and Dixon), 635.
 Latin Grammar, Primer of (William Modlen), 349.
 Latin Historical Unseens for Army Classics (L. C. Vaughan Wilkes), 283.
 Latin Inscriptions, Handbook of (W. M. Lindsay), 737.
 Law and Politics in the Middle Ages (Edward Jenks), 472.
 Leaving-Certificate Handbooks, 283.
 Les Classiques et la Démocratie (A. Fouillée), 729.
 Lessons in French, Cassell's (Louis Pasquell), 286.
 Lessons in Old Testament History (A. S. Aglen), 736.
 Letters to his Son on Religion by Roundell, first Earl of Selborne, 555.
 Lichfield Cathedral (A. B. Clifton), 221.
 Life in an old English Town (Mary Dormer Harris), 554.
 Light and Sound (Nicholls and Franklin), 424.
 Literatures of the World Series, 552.
 Little Folks, Volume for 1897, 43.
 Little Folks, Vol. for 1898, 715.
 Livy, (Rev. W. Lucas Collings), 285.
 Livy, Book IX. (W. J. Woodhouse), 283.

Local Government, The Principles of (Lawrence Gomme), 729.
 Logarithmic Tables, 589.
 Logic, Questions on (H. Holman and M. C. W. Irvine), 739.
 Longmans' Grammar and Composition, 739.
 Longmans' Preparatory Arithmetic (T. H. Bertenshaw), 589.
 Longmans' Second French Reading Book and Grammar (John Bidgood and J. Watson Campbell), 41.
 Longmans' Series of Recitations, 425.
 Lost Gold of the Montezumas, The (William O. Stoddart), 43.
 Lower German (Louis Lubovius), 283.
 Lucian (Rev. W. Lucas Collings), 285.
 Macaulay: Essays on Pitt and Chatham (Arthur D. Innes), 284.
 Macaulay: History of England, Albany Edition, 738, 739.
 Macaulay: Lays of Ancient Rome (R. L. A. Du Pontet), 111; (W. T. Webb), 478.
 Macmillan's English Classics, 111.
 Magic Nuts, The (Mrs. Molesworth), 646.
 Making of a Daisy, The; Wheat out of Lilies; and other Studies in Plant Life and Evolution (Eleanor Hughes-Gibb), 739.
 Mansfield Park, Jane Austen's (Illustrated by Hugh Thompson), 43.
 Manual of Ethics (John S. Mackenzie), 182.
 Marcus Aurelius Antoninus to Himself (Gerald H. Rendall), 734.
 Marryat's Newton Forster and The Pirate and the Three Cutters (Illustrated by E. J. Sullivan), 43.
 Master of Mysteries, A (Mende and Eustace), 648.
 Mathematical Books, 589, 590, 635.
 Mathematical Examination Papers for Use in Navy Classes in Schools (Rev. J. L. Robinson), 589.
 May-Day Revels: Cantata (Hawkins and West), 636.
 McDougall's Latin Test Cards, 739.
 Mechanics of Pumping Machinery: Translated from the German of Welsbach and Herrmann (K. P. Dahlstrom), 590.
 Meiklejohn's Geographical Series, 635.
 Memories and Fancies (Lady Gordon), 649.
 Mensuration, Hydrostatics, and Heat (G. H. Wyatt), 740.
 Merry Christmas, A: Cantata (Wensley and Facer), 636.
 Method of Teaching Foreign Languages in Germany (Mary Brehner), 584.
 Milton, The Age of (Rev. J. H. B. Masterman), 181.
 Miss Barton's Bicycle (Penelope Leslie), 43.
 Mistakes in Teaching (James L. Hughes), 224.
 Modern English Literature (Edmund Gosse), 281.
 Modern French Series, Rivingtons', 286.
 Moffatt's Plays of Shakespeare, 285.
 Molière: Les Femmes Savantes (Alcée Fortier), 286.
 Musa Claudia: Translations into Latin Elegiac Verse (S. G. Owen and J. S. Phillimore), 423.
 Music, 635.
 My Lady's Slippers (Mary Debenham), 646.
 Mysterious Mr. Sabin (E. Phillips Oppenheim), 648.
 National Society's Prize Books, 718.
 Nature-Study in Elementary Schools (Mrs. L. I. W. Wilton), 424.
 Navy, The History of the, 222.
 Nelson & Sons' Prize Books, 647, 716.
 Nettleship, Philosophical Lectures and Remains of Richard Lewis (A. C. Bradley and G. R. Benson), 225.
 New Zealand (William Pember Reeves), 553.
 Nic Revel (G. Manville Fenn), 646.
 North America (Lionel W. Lyde), 479, 556.
 Northanger Abbey, Jane Austen's (Illustrated by Hugh Thomson), 112.
 Notes and Formulae for Mining Students (Merivale and Bulman), 635.
 Nouvelles Contemporaines (J. Dubamel), 286.
 Novello's School Cantatas, 636.
 Object Lessons in Domestic Economy (Vincent Murché), 479.
 Object Lessons, New (F. W. Hackwood), 350.
 Object-Teaching for the Standards (W. Taylor), 350.
 Ocean Chase, An (Harry Collingwood), 648.

Odyssey of Homer: Translation (J. G. Cordery), 282.
 Old Harrow Days (J. G. Cotton Minchin), 110.
 Old May Day: Cantata (F. C. Woods), 636.
 Old Tales from Greece (Alice Zimmermann), 183.
 Organized Science Series, 226.
 Origin and Growth of Plato's Logic (Wincentz Lutoslawski), 473.
 Otium Didascali: Translations into Latin and Greek Prose (Walter Hobhouse), 348.
 Ovid (Rev. A. Church), 285.
 Ovid, Metamorphoses, Book XIII. (J. H. Haydon), 225.
 Ovid, Metamorphoses, Book XIV. (A. H. Allcroft and B. J. Hayes), 225.
 Oxford Manuals of English History, 226.
 Palmerston Readers, Blackie's, 478.
 Paraphrasing, Analysis, and Correction of Sentences (D. M. J. James), 283.
 Parent's Assistant, The, or Stories for Children, Maria Edgeworth's, 40.
 Parnassus Library of Greek and Latin Texts, 588.
 Partners (H. F. Gelken), 43.
 Passages for Unseen Translation (A. M. Cook and E. C. Marchant), 283.
 Patriots, of Palestine, The (C. M. Yonge), 718.
 Pearson's School Wall Maps, 425.
 Penny Poets, The, 739.
 Periods of European History, 178.
 Pestalozzi: Letters to Greaves on Early Education, 585.
 Philip II. of Spain (Martin A. S. Hume), 551.
 Philips' County Readers, 635.
 Philosophical Quartet, A, 729.
 Philosophy, Oswald Külpe's Introduction to (W. B. Pillsbury and E. B. Titchener), 181.
 Phonetics (Soames), 350.
 Physics, Problems and Questions (C. P. Matthews and John Shearer), 424.
 Physics, The Elements of, Vol. III., Light and Sound (E. L. Nichols and W. S. Franklin), 424.
 Physiography, Elementary Practical (John Thornton), 477.
 Physiography, First Stage (A. M. Davies), 226.
 Pianist's Mentor, The (Henry Fisher), 635.
 Picture Lessons in Natural History, 286.
 Pirate's Gold, The (Gordon Stables), 647.
 Pitman's French Weekly, 635.
 Pitt Press Series, 284, 587.
 Plane Trigonometry (Goodwin), 351; (Nicholson), 589.
 Plant Physiology, Practical. Translated from the German of Dr. W. Detmer. (S. A. Moor), 733.
 Plant Life Diagrams, Nelson's, 351.
 Plato (Clifton W. Collins), 285.
 Plato's Logic (Lutoslawski), 473.
 Plautus and Terence (Rev. W. Lucas Collings), 285.
 Pliny (A. Church and W. J. Brodribb), 285.
 Pope: Essay on Man (F. Ryland), 738.
 Port-Royal Education. Saint-Cyran; Arnault; Lancelot; Nicole; de Saci; Guyot; Fontaine Jacqueline Pascal. Translated from the French of Felix Cadet (Adnah D. Jones), 554.
 Potentate, The (Frances Forbes Robertson), 374.
 Practical Ethics (Professor H. Sidgwick), 182.
 Practical Physics, A First Year's Course of (J. F. Tristram), 740.
 Practical Quantitative Analysis, An Introduction to (H. P. Highton), 740.
 Princess Snowflake, Cantata (Postgate and Wareing), 636.
 Prize Books, 42, 646, 715.
 Progress in Women's Education in the British Empire (Countess of Warwick), 178.
 Psychologic Foundations of Education: an Attempt to show the Genesis of the Higher Faculties of the Mind (W. T. Harris), 583.
 Psychology: An Introductory Manual (F. Ryland), 172.
 Psychology, A Primer of (Edward Bradford Titchener), 552.
 Psychology in the Schoolroom (T. F. G. Dexter and A. H. Garlick), 736.
 Psychology of the Moral Self (B. Bosanquet), 223.
 Psychology, Social (Baldwin), 586;—Herbart's (Adam), 109; (Mulliner), 421.
 Quand j'étais petit, Lucien Biart's, two parts (James Boiello), 286.

- Quotations, Dictionary of Classical, 41.
 Race for Life, A (Fred. Whishaw), 646.
 Racine; *Athalie*, Translation (W. P. Thompson), 556.
 Radiation (H. H. Francis Hyndman), 732.
 Reign of Queen Anne (Margaret A. Rolleston), 227.
 Reine's Kingdom (L. E. Tiddeman), 718.
 Religion and Conscience in Ancient Egypt (W. M. Flinders Petrie), 423.
 Religious Teaching in Secondary Schools (Rev. G. C. Bell), 478.
 Remi et ses Amis: Episode de "Sans Famille" (Margaret Verrall), 286; (J. Maurice Rey), 423.
 Renan, Ernest, Life of (Mme. James Darmesteter), 41.
 Report on Defective and Epileptic Children, Education Department, 318.
 Res Græcæ (Edward P. Coleridge), 737.
 Reviews and Essays in English Literature (Rev. Duncan C. Tovey), 181.
 Richelieu, The Age of (A. Jamson Smith), 555.
 Rise of the Empire, The (Sir Walter Besant), 422.
 Robinson Crusoe, Retold (W. T. Stead), 739.
 Rome in the Middle Ages, Ferdinand Gregorovius' History of, Vol. V. (Annie Hamilton), 586.
 Roundabout Rhymes (Mrs. Percy Dearmer), 720.
 Royal Portfolio of Pictures and Diagrams, 351.
 Royal School Series, 634.
 Ruins and Excavations of Ancient Rome (Rodolfo Lanciani), 475.
 Run Round the Empire, A: being the Log of Two Young People who Circumnavigated the Globe (Alex Hill), 226.
 Sacs et Parchemins, par Jules Sandeau (B. Minssen), 286.
 Saga of the Sea Swallows (Maidie Dickson), 42.
 Samson Agonistes (Edmund K. Chambers), 349.
 Scarlet Feather (Henry J. Barker), 43.
 Scenes of Child Life in Colloquial French (Mrs. J. G. Frazer), 226.
 School Organization, Hygiene, and Discipline (J. Cowham), 479.
 Science, Elementary General (Simmons and Jones), 587.
 Science, General Elementary (William Briggs), 587.
 Scientific French Reader (P. Mariotte-Davies), 555.
 Scouts and Comrades (E. S. Ellis), 715.
 Scribe: *Le Verre d'Eau* (F. F. Roget), 555.
 Second French Book, Nelson's, 286.
 Second German Course (H. Baumann), 183.
 Second Stage Mathematics (W. Briggs), 635.
 Seed-Travellers (Clarence Moores Weed), 635.
 Selah Harrison (S. Macnaghten), 648.
 Selections from British Satirists (Cecil Headlam), 422.
 Selections from the Poets, 285.
 Selections from Wordsworth (W. T. Webb), 111.
 Select Tales from Shakespeare By Charles and Mary Lamb (David Frew), 739.
 Shakespeare, Coriolanus (R. F. Cholmeley), 227; King John (F. P. Barnard), 227; King Lear (C. W. Verity), 284; Merchant of Venice (C. W. Verity), 284; King Lear (P. Sheavyn), 478; Merchant of Venice (H. L. Withers), 349; Merchant of Venice (R. Brimley Johnson), 554; Midsummer Night's Dream (Thomas Page), 285, (L. W. Lyde), 285.
 Shakespeare, Merchant of Venice, 739.
 Shakespeare, Selected Poems and Scenes (Robert S. Wood), 739.
 Shelley, Select Poems of (W. J. Alexander), 734.
 Short French Examination Papers in Grammar and Idiomatic Sentences. Key to (H. R. Ladell), 350.
 Simple Grammar of English (John Earle), 224.
 Singing Verses for Children, 42.
 Skertchly's Geology (James Monckman), 635.
 Soames's Phonetic Method of Learning to Read, Two Books (Professor W. Vietor), 350.
 Social and Ethical Interpretations in Mental Development: A Study in Social Psychology (James Mark Baldwin), 586.
 Social England Series, 554, 585.
 Social Questions of To-day Series, 553, 635.
 Soldiers of the Legion (Herbert Hayens), 227.
 Song Flowers, from "A Child's Garden of Verse" (Music by K. M. Ramsay), 42.
 Sophocles Tragedies (Robert Yelverton Tyrrell), 225.
 Sound, Light, and Heat, First Stage (John Don), 424.
 South Africa, The Story of (W. Basil Worsfold), 588.
 Spanish Literature, A History of (J. Fitzmaurice-Kelly), 727.
 Special Reports on Educational Subjects. Education Department, 22, 318.
 Spectre Gold (Headon Hill), 715.
 "Standard English Classics," 738.
 Standard of Life, The (Mrs. Bosanquet), 729.
 St. George History Readers, 634.
 Stone Door, The (F. C. Badrick), 718.
 Stories for Children in Illustration of the Lord's Prayer (Mrs. Molesworth), 42.
 Stories of Lancashire (Mary Proctor), 739.
 Story of Lancashire, 181.
 Story of Marco Polo, 646.
 Story of the British Army (Lieut.-Colonel C. Cooper Kling), 222.
 Story of the Empire Series, 422, 552, 588.
 Story of the Midlands, The, 476.
 Story Reader for Standard "0," 478.
 Strasburger's Text-Book of Botany (Trans. by H. C. Porter), 348.
 Stray Thoughts on Reading (Lucy Soulsby), 476.
 Studies in American Literature: a Text-Book for Academies and High Schools (Charles Noble), 731.
 Studies in Little-known Subjects (C. E. Plumtre), 474.
 Study of English Words (Jessie M. Anderson), 285.
 Study of History, The, Translated from Ch. V. Langlois and Ch. Seignobos (G. G. Berry), 633.
 Tacitus (William Bodham Donne), 285.
 Taine: *Carnets de Voyage*, 223.
 Teacher's Companion to "Modern Business Methods" (Frederick Hooper and James Graham), 477.
 Teaching of Morality, The, in the Family and the School (Sophie Bryant, D.Sc.), 180.
 Teaching, The Art of (David Salmon), 736.
 Tellers of Tales (R. Wilson), 478.
 Thring, Life and Letters of (George R. Parkin), 632.
 Through Asia (Sven Hedin), 720.
 Thucydides (Rev. W. Lucas Collings), 286.
 Trigonometry, Elements of (H. B. Goodwin), 351 (J. W. Nicholson), 589.
 Triple Alliance, The, a School Story (H. Avery), 647.
 Troubles of Tatters (Alice Talwyn Morris), 647.
 Turkish Automaton, The (Sheila E. Braine), 647.
 Tutorial Latin Dictionary (F. G. Plaistowe), 635.
 Tutorial Latin Grammar, Exercises on, 225.
 Two Duchesses, The (Vere Foster), 179.
 Uncharted Island, The (Skelton Kuppord), 647.
 Under the Dome of St. Paul's (Mrs. Marshall), 720.
 Under Wellington's Command (G. A. Henty), 647.
 Union Jacks, The (J. Ley Pethybridge), 43.
 University and Social Settlements (W. Reason), 635.
 University Tutorial Series, 111, 182, 225, 283, 478, 587, 635, 737, 739, 740, 742.
 Use and Abuse of some Political Terms, Sir George Cornwall Lewis's (Thomas Raleigh), 475.
 Vergil, *Æneid*, Book I. (A. H. Allcroft and W. F. Masom), 225.
 Vergil, *Æneid*, Book IV. (A. H. Allcroft and A. E. W. Hazel), 225.
 Vergil, *Bucolics* and *Georgics* (T. E. Page), 422.
 Vergil (Conington and Haverfield), 225.
 Victory History Readers (C. H. Simpkinson), 739.
 Voices Academicæ (C. Grant Robertson), 42.
 Voice, The, of the Spirit (Howard Swan), 634.
 Volkmann: *Kleine Geschichten*, 183.
 Volumetric Analysis, Notes on (A. Thornton and M. Pearson), 742.
 Voyage of Consolation, A (Sarah Jeannette Duncan), 373.
 Warwick Library, 110.
 Warwick Shakespeare, 349.
 Wee Doggie (E. C. Traice), 42.
 White Witch, The, of the Matabele (Fred. Whishaw), 43.
 Whittaker's School Text-Books, 589.
 Who's Who, 1898 (Douglas Sladen), 351.
 Willard, Frances E. (Florence Witta), 478.
 William the Silent (Frederic Harrison), 40.
 Williams & Norgate's French Catalogue, 183.
 Winchester Cathedral (Philip W. Sergeant), 221.
 Women's Education: Series of Papers on (Countess of Warwick), 178; Bibliography of (Rollins), 182; List of University Courses, 182.
 Woodland Dream, A, Cantata (Wensley and Moonie), 636.
 Woolwich Mathematics Papers, 1888-97 (E. J. Brooksmith), 590.
 Wordsworth, Dorothy, Journals of, 550.
 Wordsworth, Selections (W. T. Webb), 111; (A. Lang), 285.
 Work and Play in Girls' Schools. By Three Headmistresses (Miss Dorothea Beale, Miss Lucy H. M. Soulsby, and Miss J. Frances Dove), 547.
 Workhouses and Pauperism (Louisa Twining), 553.
 World's Lumber Room, The: a Gossip about its Contents (Selina Gaye), 225.
 Wotton, Sir Henry, a Biographical Sketch (Adolphus William Ward), 551.
 Yersin Phono-Rhythmic Method, French and English (Maud J. Yersin), 286, 350.
 Young Chris (L. E. Tiddeman), 42.
Young England, Vol. XVIII., 42.
 Zoology, Elementary Practical (F. E. Beddard), 423.
 Zoology, Student's Text-Book of (Adam Sedgwick), 554.
 Zoology, Text-Book of (H. G. Wells and A. M. Davies), 635.
 Zoology, Text-Book of (T. Jeffrey Parker and W. A. Haswell), 225.
 Zwischen den Schlachten Otto Elster (L. Hirsch), 423.

Among the Contributors to the JOURNAL OF EDUCATION may be mentioned :—

DR. E. A. ABBOTT.
 PROF. S. ALEXANDER.
 PROF. BAIN.
 JANE BARLOW.
 DOROTHEA BEALE.
 PROF. BEESLY.
 J. R. BLACKISTON, H.M.I.S.
 F. W. BOURDILLON.
 E. E. BOWEN.
 H. COURTHOPE BOWEN.
 C. S. BREMNER.
 CLOUDESLEY BRERETON.
 DR. J. H. BRIDGES.
 OSCAR BROWNING.
 MRS. DR. BRYANT.
 B. BUISSON.
 DR. H. M. BUTLER.
 PROF. LEWIS CAMPBELL.
 MARY E. CHRISTIE.
 C. COLBECK.
 SIR W. M. CONWAY.
 E. COOKE.
 ALICE J. COOPER.
 SARAH CORBETT.
 F. W. CORNISH.
 DR. COUPLAND.
 CANON EVAN DANIEL.
 DR. CHARLES DAVISON.
 J. D. DUFF.
 W. DYCHE.
 PROF. F. Y. EDGEWORTH.
 H. W. EVE.
 DEAN FARRAR.
 W. A. FEARON.
 E. M. FIELD, H.M.I.S.
 W. G. FIELD.
 DR. J. J. FINDLAY.
 SIR JOSHUA FITCH.
 F. G. FLEAY.
 DR. W. GARNETT.
 DR. J. H. GLADSTONE.
 M. G. GLAZEBROOK.
 EDMUND W. GOSSE.
 SIR W. R. GOWERS, F.R.S.
 A. P. GRAVES, H.M.I.S.
 MRS. WILLIAM GREY.

PROF. J. W. HALES.
 G. E. HALLAM.
 T. O. HARDING.
 DR. JANE C. HARRISON.
 DR. F. HEATH.
 ASCOTT R. HOPE.
 MISS E. P. HUGHES.
 WILLIAM HUNT.
 PROF. JEBB.
 F. G. JENKINSON.
 W. JOLLY, H.M.I.S.
 BROOKE LAMBERT.
 PROF. S. S. LAURIE.
 WALTER LEAF.
 COLONEL LLOYD, R.E.
 PROF. OLIVER LODGE.
 J. W. LONGSDON.
 SYDNEY LUPTON.
 HON. THE REV. E. LYTTTELTON.
 DR. D. MACALISTER.
 H. MACAN.
 G. C. MACAULAY.
 SIR PHILIP MAGNUS.
 J. S. MANN.
 C. P. MASON.
 ANNIE MATHESON.
 P. E. MATHESON.
 A. L. MAYHEW.
 J. E. B. MAYOR.
 PROF. MEIKLEJOHN.
 DR. KUNO MEYER.
 EMILY MIALI.
 PROF. L. C. MIALI, F.R.S.
 PROF. MINCHIN.
 F. C. MONTAGUE.
 PROF. LLOYD MORGAN.
 E. D. A. MORSHEAD.
 PROF. G. G. A. MURRAY.
 ALICE OLDHAM.
 PROF. KARL PEARSON.
 J. F. PAYNE, M.B.
 WALTER C. PERRY.
 A. PLATT.
 A. W. POLLARD.
 DR. J. P. POSTGATE.
 JAMES G. REID.

JAMES RHOADES.
 PROF. WALTER RIPPMMANN.
 PROF. D. G. RITCHIE.
 C. ROBERTS, F.R.C.S.
 JAMES ROBERTSON.
 SIR HENRY ROSCOE.
 JOHN RUSSELL.
 M. E. SADLER.
 DAVID SALMON.
 ARABELLA SHORE.
 ARTHUR SIDGWICK.
 PROF. HENRY SIDGWICK.
 PROF. SKEAT.
 G. C. M. SMITH.
 JAMSON SMITH.
 J. HUNTER SMITH.
 W. G. POGSON-SMITH.
 A. SONNENSCHNEIN.
 PROF. VICTOR SPIERS.
 PROF. C. V. STANFORD.
 F. STORR.
 PROF. HERBERT STRONG.
 ESMÉ STUART.
 PROF. JAMES SULLY.
 CANON ISAAC TAYLOR.
 HON. L. A. TOLLEMACHE.
 PAGET TOYNBEE.
 L. E. UPCOTT.
 DR. VERRALL.
 AGNES J. WARD.
 PROF. JAMES WARD.
 FABIAN WARE.
 DR. F. WARNER.
 H. LEE WARNER.
 PROF. FOSTER WATSON.
 WENTWORTH WEBSTER.
 PROF. A. S. WILKINS.
 HERBERT WILKINSON.
 C. S. WILLIAMS.
 J. A. WILLIS, H.M.I.S.
 ARCHDEACON WILSON.
 W. E. WOOLLCOMBE.
 DR. WORMELL.
 DR. JOSEPH WRIGHT.
 SIR GEORGE YOUNG.
 HELEN ZIMMERN.

CONTENTS.

	PAGE
OCCASIONAL NOTES	17
TECHNICAL EDUCATION	21
HIGHER-GRADE SCHOOLS, ÉCOLES PRIMAIRES SUPÉRIEURES, AND REALSCHULEN: A COMPARISON	22
SCOTTISH LEAVING EXAMINATIONS. BY WILLIAM THOMSON	25
THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND	26
JOTTINGS	27
GIRLS' HIGH SCHOOLS: THEIR AIMS, HOURS, AND CUR- RICULUM. BY F. STORR	31
SECONDARY EDUCATION IN 1897	34
THE YEAR OF REJOICING: AN ODE TO THE EMPRESS MOTHER. BY ANNIE MATHESON	36
AN EXPERIMENT IN LATIN VERSE	38
REVIEWS AND MINOR NOTICES	38
Memoir of Anne Jenima Clough; Hannibal, and the Crisis of the Struggle between Carthage and Rome (Morris); William the Silent (Harrison); The Parent's Assistant, or Stories for Children (Edgeworth); The Life of Ernest Renan (Darmesteter).	
GIFT BOOKS	42
CALENDAR FOR JANUARY	44
CORRESPONDENCE	44
The New "Directory," the Incorporated Headmasters, and the Future; Advice to Authors of School Books; Compulsory Games for High-School Mistresses; A Nut for Phoneticians; A Special Service for Teachers at St. James's, Piccadilly.	
UNIVERSITIES AND SCHOOLS	45
PRIZE COMPETITIONS	50
THE HEADMASTERS' CONFERENCE	63
THE MODERN LANGUAGE ASSOCIATION — REPORT OF ANNUAL MEETING	68
THE ROYAL HOLLOWAY COLLEGE CONFERENCE	72
COLONIAL AND FOREIGN NOTES	74

OCCASIONAL NOTES.

OUR prognostications for the coming year are a Teaching University Bill, which will be introduced early in the session and pass without much difficulty; and an Organization of Secondary Education Bill, which will not be introduced till after Easter, and will certainly not reach a third reading. Even the *Times* allows that the former question is ripe for legislative treatment, and it is ridiculous to suppose that a minority of Convocation, led by one timorous University member, a County Councillor, and a Q.C., can block a measure which represents a working compromise agreed upon by all the interested parties after years of anxious deliberation and negotiation. The utter collapse of the "Westminster" scheme is of good augury. The latter question is, in our opinion, no less ripe, though the *Times*, with comic gravity, taxes Dr. Fearon and the Headmasters with raw haste, and every year that it is postponed makes the problem not easier but more complex. Yet there is no doubt that any Bill which honestly endeavours to carry out the recommendations of the Royal Commission will bring into the arena conflicting interests and excite serious antagonism. Such a Bill could not, even if the Government chose (which they certainly will not), be rushed like the Voluntary Schools Relief Act, and we had far rather wait than have piecemeal legislation. A Bill, for instance, conferring increased local powers, with no reorganization at the centre, would arouse a storm of opposition among secondary teachers throughout the country, and unite in a solid phalanx the Headmasters' Conference, the Headmasters' Association, and the Teachers' Guild.

THE Headmasters' Conference met in a regular London fog, and they were themselves for a short period be-fogged during the discussion of Mr. Francis's amendment. The scene was, indeed, different from their last London meeting round the hospitable board of the Merchant Taylors' Company, and a cynic of the baser sort remarked: "Quis enim virtutem amplectitur ipsam, prandia si tollas?"

Yet the faithful few (we do not mean those who attended the frugal dinner at the Holborn Restaurant) were rewarded for their pains, and we can report distinct progress all along the line. The first resolution on educational legislation merely reaffirmed what was passed at the last Conference, but this time there was no dissentient voice, and the meeting seemed bent on speeding a national reform rather than on safeguarding their particular interests. Mr. Keeling, too, spoke in very different terms of higher-grade schools from those he used at the Cambridge Conference, and made it clear that he had no wish to cripple or obstruct them, but simply desired that they should be co-ordinated with the grammar schools. Mr. Bell gave a masterly exposition of the present position of the teachers' training question, and, what is more, he seemed to carry the house with him. Dr. James, indeed, professed himself of the same opinion still, but even he was forced by the strong current of opinion to say: "Video deteriora proboque, meliora sequor."

ON the question of entrance scholarships the advance was still more marked. It was not disputed that the preparatory masters must better know the needs and capacities of their pupils than the Headmasters, and the three resolutions framed by the Headmasters' Committee went far to meet their wishes. With a little more tact the third resolution, abolishing Latin verse, might have been carried, and the *impasse* into which Mr. Francis led the Conference avoided. But far more efficacious than any resolution was Dr. Fearon's statement as to the method of awarding Winchester scholarships, and his report of the results. Like Mr. Lyttelton, we wholly fail to see why, if an all-round boy turns out the best scholar at Winchester, smaller and poorer schools like Felsted and Rossall should prefer specialists.

IN spite of the practice of Winchester, we fear the preparatory master still believes that, if a boy is first-rate at classics or at mathematics, he will get a scholarship, and that the other subjects do not really count. This prejudice, if it be one, will not be removed by the qualifying examination which several speakers recommended. We would suggest a simple expedient which would bring conviction to the minds of the most sceptical. Let the qualifying examination in English, French, history, and geography be held first, and only those candidates who satisfy the test be allowed to enter for the final examination in classics and mathematics. Were this plan generally adopted, we should hear no more of children in knickerbockers devoting twenty hours a week exclusively to classics or mathematics.

THE annual meeting of the Modern Language Association, which followed on the heels of the Headmasters', was a contrast both in attendance and in speakers. The hall was nearly full, and the Modern orators were far less unanimous than the Ancient. The out-going President, Mr. Welldon, gave a short, practical, and pithy address. The testimony of a Senior Classic, who has himself taught modern languages, that he is unable to discover the alleged educational superiority of classical over modern linguistic studies, is invaluable. We only wish that he could have delivered it "in another place," and not where he was preaching to the converted. On the vexed question of native *versus* foreign teachers, he took the middle ground that for lower forms, where discipline is all-important, Englishmen are best, but to teach the highest classes an Englishman rarely possesses an adequate knowledge of the niceties of a foreign tongue.

ADMIRABLE as was Mr. Welldon's address, it was eclipsed by M. Paul Passy's *conférence*, which was a veritable *tour de force*. Speaking in English, without a note to aid him, he gave a clear, logical, and lucid exposition of the use of phonetics in teaching, faultless both in idiom and pronunciation. Only an occasional intonation bewrayed the foreigner. There was no resolution before the meeting, and the debate that followed, though lively enough at times, and adorned by the weighty speeches of Dr. Sweet and Mr. Lloyd, tended to be desultory. Mr. Fabian Ware raised a definite, but a side, issue. Mr. Ware pleaded eloquently for a national system of transcription; but the Internationalists, as far as the debaters went, were in the majority, and Mr. Rippmann spiked his heaviest gun by stating that Professor Vietor had abandoned his own phonetic alphabet in favour of M. Passy's.

OF the Holloway Conference we have spoken elsewhere. It is sufficient here to note that the Women's University is, for this generation at least, dead and buried, despatched to the same limbo as the Westminster Teaching University. Mrs. Bryant declared that she had never even heard of a woman who was in favour of it, and the only two male supporters among the delegates, Professor Case and Mr. Strachan Davidson, flatly contradicted, and so cancelled, one another. With characteristic outspokenness, Mr. Pelham pronounced it a dummy that had been dressed up and trotted out on the electioneering stage, and should now be decently stowed away by the property man. Mr. Bryce regretted the absence of Sir W. Hart Dyke (does he need converting?); we missed the Bishops to celebrate the obsequies of the child of their adoption.

WE are getting used to Sir J. Gorst's Manipurings, but among the Merchant Venturers at Bristol he ran amok. "Why," he asked, "is educational progress so slow?" "Because," he answered, "the administration, the government, of our country is in the hands of an aristocratic party which holds its position by the will and favour of an ignorant democracy, which it therefore desires to keep in ignorance." Epictetus describes a cynic as one who must be beaten and yet must love those who beat him. Sir John kicks against the last half of the definition.

THE appointment of Mr. G. H. Rendall to the Headmastership of Charterhouse School, in succession to Dr. Haig Brown, was a surprise, but not an unwelcome one, both to Carthusians and the scholastic world. The other three select candidates were Mr. St. John Parry, Fellow of Trinity College, Cambridge, Mr. Burge, Fellow of University College, Oxford, and Mr. E. T. Page, an assistant-master at Charterhouse. The claims of the first were strongly backed by Oxford, those of the second by Cambridge, and it was generally anticipated that the fact of Mr. Parry's being an old Carthusian would turn the scale in his favour. Mr. Rendall is a son of the well-known Harrow master, was himself educated at Harrow, and, like his father, a Fellow of Trinity College, Cambridge. He succeeded Mr. Selwyn, of Uppingham, in 1887, as Principal of University College, Liverpool. Though never a public-school master, he has had there to deal with a class closely corresponding to a sixth form, and has made his mark both as a teacher and an organizer. Some will remember his statesmanlike speech at the Cambridge Conference on Secondary Organization. Several papers have hailed the appointment of a layman as a new departure, but we understand that Mr. Rendall intends to take Holy Orders, following the precedent of Dean Bradley, Archdeacon Wilson, and Mr. Glazebrook. We hope

that Mr. Page will not omit his periodic letter to the *Times*, though he must regard the appointment with mixed feelings.

IRISH University affairs are all in the air just now. It seems to be assumed quite generally that Government will next session bring in a Bill for the establishment of a Catholic University in Ireland. Under these circumstances one of the London dailies narrates the pertinent advice given to Mr. Arthur Balfour, when he accepted the post of Chief Secretary, by Lord Morris, then Chief Justice: "Young man," said the great officer of law, "you don't know much about Irish affairs. Take the advice of an owld man who knows a great dale. Let no divil of mischief ever timpt ye to touch the Irish education question." We are ourselves inclined to think that a little more time might easily be granted to the Royal University, so that Catholics may learn to know what they really want, even supposing the Government should be willing to endow a Catholic University. The Royal has not yet been at work sixteen years—it is perfectly open; Trinity is so substantially, so that there exists no crying grievance. It is idle to compare Ireland with Scotland as regards the number of its Universities. Although Scotland had three Universities founded within a century—St. Andrews in 1411, Glasgow in 1450, Aberdeen in 1494—yet no two appear within twenty years of each other. And, though Scotland is a "poor" country, yet since the Reformation it has not been poor educationally. Until the present generation, its primary and secondary systems have made it a pioneer in matters educational. Ireland has scarcely felt the wave of reform which has passed over Britain, and has made many of us so alive to the fact that education is linked, and must be co-ordinated, from the lowest primary school up to the University itself. We shall give next month an interview with Monsignor Molloy which is an able exposition of Catholic aspirations.

SUCH is the conflict of opinion in Ireland that few persons have any idea of what is wanted either socially or educationally. So late as 1845 Government established colleges, pretty much on the German model, at Belfast, Cork, and Galway. In 1850 the Queen's University was founded to confer degrees and distinctions upon the students. In 1882 we have this University dissolved and its business taken over by the Royal University, chiefly an examining body after the London pattern. An undoubted effect of its foundation has been the emptying of the excellent colleges in the towns named, because residence in these towns, the following of professors' lectures, ceased to be absolutely necessary; students could cram up these subjects anywhere. The handsome buildings at Cork and Galway are half empty, and will probably so remain as long as Ireland suffers from examination fever. And now Irishmen complain that they are members of a University (Queen's) which has ceased to exist, and are thus deprived of prestige; others cry out that the Royal is no University at all; others again want a Catholic University endowed by the State, and another University for Belfast, and —. And so we have the whole question in the melting-pot once more, with little hope of satisfying any body of men, or any single man, save, perhaps, him who will be President of each new University. And that is not quite certain either.

IT is amazing with what light-hearted *insouciance* certain members of the new London School Board would compel it to assume the functions of relieving officer. We have not a word to say against the feeding of London's hungry children; the heavy and increasing cost of our elementary school system does not secure the efficiency we

require from it where children are starved. But at the debate on December 16, on the whole question, it was not denied that the London School Dinners Association has done its work excellently, having last year a balance of £300. Even if the Association had failed, this would not prove that the School Board should take up work for which, so far as we know, it has no particular qualification. Let the shoemaker stick to his last, and the Board to elementary education. It was elected for that purpose; it has to struggle against increasingly unpopular rates; why should it even debate the shouldering of a burden which would add to its many difficulties?

EDUCATION is now free; but, because the State and the local authority between them provide free education, that is no reason why parental responsibility should be discouraged in the matter of providing food. If food, then why not clothing? If clothing, why not shelter? Why not have all children in great institutions, everything "held to them," to use a convenient Scotticism? We dare to prophesy that the undermining of parental responsibility would prove the removal of the strongest incentive to the marked improvement of the condition of the working classes which this notable reign has seen, the very gravest error possible. There are conditions of existence which thoughtful men and women deplore; an army of social workers is toiling to remedy them. Let us see to it that we do not make room for more taxes. We are not without the light of experience to guide us in this matter. In 1875 New York passed a "Children's Law." Magistrates were authorized to commit destitute children to the public and private institutions of the district, and to order the payment of two dollars a week for each child out of the taxes. As a result, the number of persons who shuffled their children on to the State was amazing. We fully agree with Mr. Bowie, that the School Board as caterer would be a mischievous and disastrous policy.

THE famous Clause VII. of the New "Directory" of the Science and Art Department has by no means been the dead letter hoped for in some quarters. On the contrary, to use the phrase of one of the chief South Kensington officials, it has "caught on like wildfire." Within a week after its publication, applications to be recognized as an "Organization for promoting Secondary Education" in their counties began to be sent in from County Councils and county boroughs alike. Surrey was first in the field; Hampshire and East Suffolk were not far behind; Burnley and Portsmouth soon followed, and nearly a dozen more have since filed their applications. The time of the Inspectors of the Department, from Captain Abney downwards, is taken up in holding local inquiries all over the country, though, as yet, the necessary formalities have not been completed in any given case. The procedure usually is for the Technical Education Committee concerned to pass the formal resolutions adopting Clause VII., and transmit them to the Department. An interview between the local official and a Inspector of the Department follows, and instructions are given that every school and class in the area which is in connexion with the Department should be notified that the application has been made. On a given day, two Inspectors descend upon the Committee applying, question it as to its programme, objects, and intentions, and produce and deal with any objections which may have been sent in. If, as is usual, there has arisen no opposition, objectors having been bought off by a promise of fresh grants, the inquiry is a mere formality, and the report is received in due course. Some persons affect to believe that no actual recognition will be given to anybody until the

fate of the proposed measure of next session is known. Knowing the fear in which the Department stand of their own offspring, and the extent of the political (including religious) influence which is exercised at present behind the backs of the responsible officials, we should not be at all surprised if there prove to be some truth in this surmise.

WITH the ordinary critic, pedant and schoolmaster are synonymous terms, and, when Mr. Collins wishes to trounce some unfortunate editor of an English classic, he declares he is as ignorant as an usher, or, when Mr. Charles Whibley disagrees with some literary judgment of Thackeray, he compares that great man to a dominie. When, however, the general critic enters the *champs clos* of pedagogics, the laugh is generally on the side of the teachers. Thus a fortnight ago the leading article in *Literature* discussed, under the fanciful title of "A Holiday Task for Parents," the vast subject of school books. Well, we had not read far before we began asking ourselves whether we had not mistaken for an original article some newly-discovered *Spectator* of Addison's, or an unpublished chapter of the "Parent's Assistant." First, we learn that the ordinary holiday task for schoolboys is a portion of Cæsar's "Commentaries," or a version of "Paradise Lost" into Virgilian hexameters. Next we are told that books on the theory of teaching are useless, while books on the art of teaching "are not numerous, and we need not say much about them." Benighted as this sentiment seems to us, it is, we allow, shared by most public-school masters. We have next a denunciation of "Mangnall's Questions" as a desultory or unsystematic method of imparting information, and of "Sandford and Merton" as too goody-goody for Young England of to-day. Lastly, we learn that Balbus and his wall have gone out of fashion, and that aids to language teaching have improved. But, if there is less of *Propria quæ maribus* and *As in præsentis*, it must not be supposed that modern languages are ousting Latin and Greek. On the contrary, there is a "tendency to a more cordial recognition of the supremacy of the classics." And so our Rip Van Winkle concludes that there are too many aids to ignorance and a plethora of educational literature. If this is educational literature, so say we.

MR. BRYCE does not see any immediate prospect of an Education Bill which shall incorporate the findings of the Royal Commission. In the meantime there is a growing activity on the part of local authorities. At Portsmouth, for instance, a conference has been held of representatives from the various educational authorities in the town. Only a brief summary of the discussion has been issued, and we can form no opinion on the details. Dr. Dufton, representing the Science and Art Department, had prepared a scheme to co-ordinate existing agencies. We give no opinion on the scheme; but the important point is that an attempt should be made to obviate competition and all its attendant miseries between the various schools in the town. It is an administrative rather than an educational question; but, as we said last month, the teacher is only too often hampered by inefficient administration. A *concordat* at Portsmouth would be welcome news.

WE have already stated our opinion that the curriculum of the Science and Art Department for Schools of Science is based on the assumption that pupils should remain three or four years in order to get any considerable benefit from the course. But there is no small body of testimony to show that the first two years of the course

afford a very satisfactory training even for pupils whose education then stops. The Department, however, inclines to the former view, and has caused great consternation by issuing a warning that in cases where a large percentage leave before the completion of the course "it will be a question whether the school shall continue to be recognized as a School of Science." It is amusing to note that, while the National Union of Teachers are strong in their condemnation of Sir John Donnelly's letter, and blame the Headmasters' Association for it, the Headmasters, in their own organ, can scarcely find language strong enough to express their dismay. It will be a great pity if any school which is now maintained chiefly by South Kensington grants should have to close its doors.

IT may be possible that the change proposed is rendered necessary owing to the greatly increased demands upon the Department, and to the obduracy of the Treasury in limiting the sum at its disposal. But we prefer to believe that it is part of a deliberate scheme to raise the position of the Schools of Science. The last "Directory" has made an attempt to raise the standard of entrance to these schools; and this latest edict insists upon a three or four years' course. This seems to us as it should be. But we conceive it can only be a step leading to the formation of another class of school to meet the needs of those boys whose parents cannot afford the full course. There must be the higher primary school as well, where the curriculum is planned as a two years' continuation for ex-standard children. Such schools should have an equal claim to support from the Science and Art Department, though they need not be termed Schools of Science.

WHEN Sir John Gorst assures us that the Vice-President is "a bit of a sham," and that he may be likened to the figure-head of a ship, whose course is directed by the steersman behind, we are inclined to suspect the modesty that would minimize real influence. But it may mean no more than that Sir John has taught his audiences to expect humorous shafts of self-depreciation, and that he now feels bound to satisfy the expectation. His remarks on the need of greater local effort, when he distributed the prizes at Enfield Grammar School, were excellent. "Local effort," he said, "local superintendence, and local activity are more likely to produce the ends in view than all the Bills which Parliament can pass." And "there may be mis-education, but there cannot be over-education." It is just to prevent the former that we would like to see a strong central authority, both to stimulate and to control local activity. The bogey of German competition was trotted out; but Sir John was on this occasion, we conceive, too alarmist; at any rate, we fail to find chapter and verse for his authority. Where Germany excels us is in "system." So much of our educational work is rendered futile and ineffective for want of proper co-ordination.

"YOU came to this school to be wedded to Latin and Greek, and not to flirt with German." Thus Mr. Curzon's headmaster to him when he humbly asked to be allowed to study the more modern language. It is the fashion now to decry the old classical training; but Mr. Curzon at the Mansion House perhaps overdid it in his efforts to descend to a "commercial" audience. The practical is everywhere superseding the ornamental, he says, and so the future clerk must study, and study alone, those subjects that will prove of practical value in the counting-house. But, when Mr. Curzon proceeds to outline a curriculum, "the practical man" may well shake his head

in doubt. First is to be placed the study of our own tongue. Here we cry at once for a definition. And, to our shame, no one has yet produced a satisfactory statement of what the study of English should consist. And the utilitarian will ask where is the practical result of a knowledge of Chaucer or of Ruskin, of Lindley Murray or of Clarendon Press Shakespeare notes. Except in so far as correct orthography is concerned, the study of English has a high but not a utilitarian value.

IN the second place, Mr. Curzon puts a mastery of one, and, if possible, of more than one, modern language. This, of course, from the assumed point of view, is quite sound. French and German may be distinctly utilitarian. Then would come history; after that geography, and, finally, science. There is no doubt that "commercial schools" have a great future before them. They should give a two years' course of special training after the general education of the school. But the present difficulty seems to be money. The "whisky-money" is almost entirely spent on scientific and technical instruction. The Chambers of Commerce have taken the matter in hand, and are supported by some County Councils. So that something may soon be done in this direction, though we confess that Mr. Curzon's scheme of studies is too vague, and not practical enough to satisfy those who boldly cry "utilitarian," and nothing further. The pity of it is that those who utter this cry do not realize that a narrow training on one definite line does not produce a capable man, and, consequently, does not produce a capable clerk nor a capable workman.

WE confess to a certain feeling of irritation when this "utilitarian" argument is put forward in an unintelligent way. The object of education is to produce a capable citizen of good character. The aim is distinctly utilitarian. At the same time, it deserves all the highest-sounding epithets that can be discovered. Capacity in the counting-house is not necessarily formed by the study of commercial geography and handbooks of commercial correspondence. The intelligence is to be evoked and the character formed by the best methods known to educators. When the intelligence has been once trained the special technical knowledge can be readily acquired. That is but the veneer: the mainspring of character and intelligence is to be sought elsewhere. "I would rather," said a successful science teacher the other day—"I would rather my boys knew the tale of Troy than the component parts of the atmosphere." "Greek," to quote a *Times* article a few days ago, "is the key to the noblest thoughts that have moved mankind, the influence of which is still felt in every department of mental activity." Noble thought precedes noble action, and the educator's part is to endeavour to produce the noble thought.

OUT of ten or eleven training colleges where secondary teachers are taught, many provide no religious teaching." This sentence is attributed in the newspapers to the Archdeacon of London. It implies a reproach on secondary training colleges which, we believe, arises from a misapprehension. Primary training colleges continue the general education of the student at the same time that they give instruction in the art of teaching. And so religious instruction is naturally included. The circumstances in a secondary training college are different. Here the candidate is assumed to have completed his general education and to need instruction only in the art of teaching and in the sciences underlying that art. To give special religious instruction is

no more the duty of a secondary training college than it is of a medical school or an engineering college. By the way, the Report of the Joint Training Committee is now complete; but, as it has not yet been presented to the councils of the represented associations, it is still to be regarded as a privileged document, and so we refrain for the present from full discussion of its details.

THE question of home lessons, which is now being discussed in some quarters, depends very largely upon the circumstances of the school. We have already stated our opinion that too much home work has often proved a serious evil. The important thing is that time must be occupied somehow. The mischief is always ready for idle hands, and much more for idle brains. In a boarding school where boys are under proper supervision the out-of-school preparation may be wisely limited, especially in summer. There are games, and the hundred and one interests of good boarding-school life. In day schools for young children who come from "cultured homes," and whose leisure is well filled up by home interests, there is little if any need for home lessons. But in the large number of middle-class day schools where the only possible, or at least the usual, form of out-of-school evening recreation is loafing in the streets, for such boys severe home lessons are a most valuable safeguard.

"GOOD reading is the first training of the beginner, the last crowning excellence and consummate perfection of the finished master of all perfected culture." This sentence, which sums up Mr. Thring's valuable advice as to reading aloud, might well stand as the text of two interesting circulars which the Education Department has just issued on the teaching of reading—one to Inspectors and the other to heads of training colleges and pupil teachers' centres. Both circulars are written with great point and directness. They state that, while the teaching of reading, as at present carried on in primary schools, is, for reasons given, "unsatisfactory," and if continued on present lines is not capable of "any great ultimate improvement," yet that good reading is quite attainable if training-college students are properly instructed. Of the primary importance of good and clear articulation and expression, on the part both of boys and of masters, there can be no doubt; but in practice its importance is often lost sight of in secondary schools. And not a few schoolmasters would gain some valuable hints from these two circulars.

IT must be admitted that boys are often allowed to read and to answer in a slovenly way. The danger of this is well pointed out by Mr. Thring. Indeed, in his picturesque way, he describes "articulation" as "the Aladdin's lamp which is to whisk everything into its place," and "revolutionize the whole world of tuition." "Nothing more than a rigid, absolute, unflinching exacting of articulate speech, and the pronouncing the final syllable of each word firmly, distinctly, and unmistakably." These truths need laying to heart. The elementary teacher may indeed wince at certain outspoken phrases in the circulars, such as the impossibility of teaching "in the midst of confusion and clatter"; the encouragement of "hypocrisy" by pattern-reading. The cynic may chuckle at the thought that after more than twenty years of inspection Her Majesty's Inspectors have to be warned to pay attention to the first of the three R's. But two things may be noted. First, the teacher is not responsible for the fact that he may have to teach reading to fifty children in a room where other classes are being held. He would gladly change this. And,

secondly, the new *régime* is turning the grant-awarding machine into an intelligent inspector of methods and results.

WE have received from John Paget, Anglo-Indian Scholastic Agent, *alias* William Ridley-Carr, a long rigmarole of which one sentence will suffice—"I have been inveigled from London by the Home Office, the Treasury, the Lunacy Commission, and the Commissioner of Police combined, and made away with secretly into country prisons." We recall the old epigram:

'Tis said that Baxter Rose & Norton
Deny the plaintiff's Arthur Orton;
They can't deny what's more important,
That Arthur's done what Arthur oughtn't.

TECHNICAL EDUCATION.

THE existing provision for agricultural education in England and Wales is adequately summarized in the Report of the Board of Agriculture for 1896-7, rendering an account of the stewardship of the Parliamentary grant of some £8,000, which has been entrusted to that Department for educational purposes. Of £6,950, distributed among various institutions, £6,000 was allocated to eight collegiate centres. It appears from a return that twenty County Councils are acting "in more or less close association" with these centres. It is estimated that in 1896-7, out of £513,000 allotted to all forms of technical education in fifty English counties, £78,000 was devoted to instruction of a character "which could be separately distinguished as agricultural." Instruction in dairy-work was given in all but six of the counties, and experimental work undertaken by twenty-eight out of fifty in England, and by seven out of twelve Welsh counties.

As it is pointed out in the report, the collegiate centres "are designed to serve not only the purpose of a college for the training of a more or less limited number of students pursuing a continuous course of study for two or more successive years, but also to offer, as occasion demands, facilities for a variety of other shorter courses of instruction, and for the maintenance of a qualified staff available for the conduct of local classes in the surrounding county areas, and the direction of organized experimental work." This, in a few words, fairly represents the possibilities of a "collegiate" centre, and, no doubt, the policy of the Board has helped to concentrate local resources, which might otherwise have been less effectively employed.

THE number of in-college students taking regular courses in agriculture at the eight centres was less in 1896-7 than in the preceding year. The total appears to have been 107—69 in the first year, 31 in the second, 5 in the third, and 2 in the fourth or fifth. In 1895-6, of a total of 125 students, 70 were taking the first-year course, so that 29 did not continue their studies for the second year, while only 5 out of 41 continued for the third year. This can scarcely be regarded as a satisfactory prospect for collegiate instruction in agriculture. The total of 107 students were distributed as follows:—Bangor, 8; Leeds, 4; Newcastle-on-Tyne, 12; Aberystwyth, 5; Reading, 14; Nottingham, 8; Cambridge, 18; Wye, 38. In addition there were 95 students at the eight institutions for shorter courses of instruction.

THE contributions of County Councils to the collegiate centres—which in 1896-7 amounted in round figures to £13,700—may be regarded as payments for work done rather than subsidies for collegiate work and general maintenance. The grants of the Board of Agriculture, therefore, are presumably made chiefly in the interests of the in-college work. If this is so, it is not easy to understand why one particular department of a local University college, or the collegiate interests of one industry, should enjoy Parliamentary bounties denied to other departments and other industries. Moreover, in considering the claims of different centres for a share in the grant, it should be necessary to apply some such tests as those which guide the Treasury in the allocation of the grant in aid of local University colleges.

UNDER present conditions the principles which govern the Board of Agriculture in the distribution of the £6,000 among the "collegiate centres" are not sufficiently obvious. In the case of the subsidies to local University colleges, no grant to any college may exceed one-fourth of its local income from fees, endowments, and subscriptions for arts and science. The Board of Agriculture, no doubt, accept payments from County Councils for work done, as the equivalent of

local contributions, and, if so, they are well advised, for these payments may be said to represent the value of the "centre" to the localities. But this consideration does not appear to have determined the appropriation. Wye Agricultural College, for instance, received a grant from the Board equal to about 5 per cent. of its local resources; the Yorkshire College at Leeds, 17 per cent.; Nottingham, 51 per cent.; and so on; the highest being Cambridge, which received 78 per cent.

NOR is the grant given in proportion to the number of students under regular instruction, for the Wye College, with 38, received the lowest grant—£400—and Aberystwyth, with 5 students, obtained £800; while Nottingham, with 8, was awarded £600. It may also be observed that the Reading University Extension College, if it receives the same grant this year, and if the grant to the British Dairy Institute (which has now been amalgamated with that institution) is continued, will obtain £1,100, the largest grant yet given to one "centre" in the country. The British Dairy Institute is, of course, doing an excellent work, and last year 106 pupils were under instruction, some 20,000 gallons of milk being employed in the manufacture of cheese and butter. It may be noted, however, that the Midland Dairy Institute—which received no grant from the Board—dealt with 138 students and 131,000 gallons of milk. Similarly, it may be seen, the Dairy School at Worleston, and the Agricultural School at Holmes Chapel, established by the Cheshire County Council, and other schools which have come into existence in the interests of agriculture, are not aided by the Board. Possibly these apparent anomalies are capable of an easy explanation, and in any case the Board may be credited with the single-minded purpose of doing the best for agriculture with the resources at its disposal.

THE sixth annual general meeting of the Association of Directors and Organizing Secretaries for Technical and Secondary Education is announced for the 7th inst., at the Guildhall, Westminster.

THE Association of Technical Institutions will meet on the 28th inst., at the Hall of the Worshipful Company of Grocers. Sir Bernhard Samuelson, Bart., F.R.S., has consented to act as President for the year.

HIGHER-GRADE SCHOOLS, *ÉCOLES PRIMAIRES SUPÉRIEURES*, AND *REALSCHULEN*: A COMPARISON.

MR. MORANT'S clear and exhaustive account of the French system of Higher Primary Schools* will be found a valuable source of information by all those who are studying the problem of the delimitation of primary and secondary education. It is evident, not only that Mr. Morant has made a careful study of the French system, but also that he has a fair acquaintance with English higher-grade schools and that he understands their point of view. Although one may differ from some of his conclusions, it is impossible not to feel that his paper is the work of a man of wide experience, keen observation, and sound judgment. Mr. Sadler's paper on the Berlin *Realschulen* is also very instructive, but as it only deals with some twelve schools, all in one town and all founded within the last few years, it is much more restricted in its scope.

In comparing the *Écoles primaires supérieures* and the Berlin *Realschulen* with English higher-grade schools, it is useful to begin by considering the history of each set of schools. The French schools are the oldest. Mr. Morant says (page 94) that in one place after another, but especially in the greater cities, the need began to be felt as long ago as the early years of this century for schools which would provide an education higher than that of the ordinary elementary school, but different in character and scope, and especially in duration, from secondary education, whether classical or modern. Schools to supply this need were founded by the municipalities. By-and-by the State began to encourage the movement by giving grants in aid. Meantime the schools increased in numbers, and their curricula, from being vaguely continuative, began to grow more technical in character. Then in 1880 came the commencement of State organization. Since 1880 there has been a great increase in the numbers of these schools, and they have divided themselves, roughly speaking, into two classes, trade schools, and schools giving a general education, but since 1893 there

has been a marked tendency in these latter schools to give a greatly increased quantum of quasi-technical education in place of the general education which has hitherto predominated.

In England these schools began to come into existence in the early eighties, some ten or twelve years after elementary education had become compulsory. As in France, they appeared first in the large towns. During these early years most town schools with a fair proportion of seventh-standard scholars took to calling themselves Higher-Grade Schools, but the Board Schools, with their more liberal staff and their superior accommodation, were rapidly forging ahead, and by 1890 the name Higher-Grade School was practically confined to one Board School in each town, which became the Higher-Grade School. Only the very largest towns have more than one higher-grade school. The name is perhaps not a very suitable one, but it has become established. These schools all agreed in being elementary schools with a considerable number of ex-standard scholars. To find something for the ex-standard scholars to do they were taught science for the South Kensington examinations. It was found that they passed very well and earned large grants. These grants enabled the School Boards to staff and equip higher-grade schools in a much more generous manner than ordinary elementary schools without provoking serious opposition from the ratepayers, among whom these schools in their early days were far from popular. To-day the upper department of a higher-grade school has become, in nearly all cases, what is known as a School of Science, with a curriculum in which science, mathematics, and manual instruction predominate, and other subjects are treated as subsidiary.

The *Realschulen* of Berlin began to be founded in 1883. They were not an upgrowth of the elementary, but a downgrowth of the secondary system. Like the English schools they were, however, intended to provide for the further education, partly of those elementary-school boys who will in any case stay at school a year or two longer than the average, and partly to provide for the education of those promising elementary-school boys who would have to leave early because of their parents' lack of means, but who can be retained at school a little longer by a system of scholarships. They are differentiated from the other Prussian *Realschulen* by the fact that modern languages are not taught in the two lowest classes, but are begun in that class which a boy would enter who had remained in an elementary school till the age of twelve.

On comparing the history of the three sets of schools it becomes evident that they all came into existence to provide for a class of elementary-school children whose parents wish to keep them at school for two or three years beyond the usual leaving age in elementary schools, but who will nearly all leave before the age of sixteen. In France and Germany, where secondary education is at least as well organized as elementary, it was understood from the first that such pupils could not profitably be passed forward into those secondary schools where the leaving age is sixteen and upwards, and, therefore, almost from the first, governing bodies, whether central or municipal, endeavoured to frame suitable curricula for this class of pupils. In France these curricula have a leaning to technical education; in Berlin modern languages and mathematics form the most important part of the curricula. In England, where elementary education is well organized and secondary education is not organized at all, the higher-grade schools attracted no notice from the educational public until they had become thoroughly established. Then, when a certain number of local grammar schools began to lose a few pupils, higher-grade schools suddenly became famous—notorious is, perhaps, a better word—and many benevolent schemes were promulgated for their better organization. The drift of most of these schemes is sufficiently indicated by the remark of the Royal Commissioners on Secondary Education (Vol. I., page 144):—"We may hold it as certain that . . . these schools admit of correlation and development, but not of abolition or even repression." The curriculum of these schools up to about three years ago consisted chiefly of science, falsely so-called, mathematics, and drawing, with a very little literature. To-day the curriculum still consists mainly of science, mathematics, and manual instruction, but there is a fair amount of literary instruction given, and the science is taught on a rational plan. It is important to notice two things, first, that the schools have become science schools

* "Special Reports on Educational Subjects: Education Department" (Eyre & Spottiswoode).

mainly by a financial accident, and not because there was any effective demand for science teaching, and secondly, that they must be possessed of extraordinary vitality or they would have been killed long ago by the painstaking and conscientious mal-administration of South Kensington in the years previous to 1895.

These schools do not seem in France and Germany to have provoked the same hostility which they have to meet here. The reason appears to be that in France and Germany "secondary education" is a clearly defined term, and secondary schools as a body are at least as efficient as primary schools. On the other hand, in England secondary education is an ill-defined term, and secondary schools as a body are not so uniformly efficient as primary schools, that is to say, there is a greater range of difference between the good schools and the bad schools, and the average school is not so good as it would be if secondary schools as a body had been submitted to efficient inspection for the last thirty years. The consequence of this is that, while higher-grade schools have for the most part drawn their pupils from the class of pupils who attend elementary schools, they have also taken a few boys whose parents would have preferred to send them to the local grammar school if they had been sure that the latter were efficient. Some headmasters of grammar schools have thereupon fallen into a state of panic; they have dreamed of the indefinite multiplication of higher-grade schools, and have declared that the latter were useless and dangerous and ought to be abolished. When the impossibility of this course became evident they developed an enthusiasm for the reform of the higher-grade school curriculum. It would have been more easy to believe in the sincerity of this enthusiasm if it had been manifested in the days when the curriculum of higher-grade schools was really an unsuitable one, and when the headmasters of these schools had to fight single-handed a continuous battle with the military stupidity of the Science and Art Department. Latterly, however, a more reasonable spirit has prevailed, both sides have become better known to one another, and it has become evident that grammar schools and higher-grade schools have each their proper duty to perform, and that they are complementary and not antagonistic to each other.

Competition between schools is not under normal circumstances a good thing, but I do not believe that higher-grade schools ever have competed seriously with efficient local secondary schools or that they ever will do so. The extent to which competition has taken place has been greatly exaggerated. Such competition as there is will be very useful if it stimulates the weaker and less efficient grammar schools to improve their premises, their apparatus, and, above all, their teaching staff, and if it further brings about, as it seems likely to do, an official classification of existing local grammar schools into secondary, higher primary, and primary schools. Certainly, the existence of higher-grade schools has given a strong stimulus to the movement for the proper organization of secondary education.

The relations which exist between the three sets of schools, and the elementary school systems with which they are respectively connected, present some interesting points of comparison. In France, the higher primary schools charge no fee, and only grant admission to pupils who have passed a year in the highest standard of the elementary school and gained a leaving certificate. In Berlin a fee of about £4 per year is charged; boys who can pay the fee are admitted at about ten years old, and some ten per cent. of the whole school consists of boys who are passed on at the age of twelve from the elementary school by means of scholarships. In England most higher-grade schools charge a fee of 6d. a week, but they provide a large number of free places. The class which most headmasters like to begin with is Standard IV. Where a higher-grade school begins with Standard I., this is usually because it has been formed out of a previously existing elementary school. In Birmingham the higher-grade schools begin with Standard VII., a plan which meets with Mr. Morant's approval, and which is frequently extolled by people who have no personal knowledge either of the working of a higher-grade school or of the local circumstances in Birmingham. The main mischief resulting from this plan is that boys are in the school too short a time for it to exercise any real influence upon them, whether from the ethical or intellectual point of view. Further, because they come to the school later than in other higher-grade schools, they have not time to get fond of school, and so they leave earlier. The older

of the Birmingham higher-grade schools was founded thirteen years ago. It is still housed in the building in which it commenced work, namely, an old cocoa-factory, a dingy building unsuitable in every way for the work of any school, not to mention a higher grade school. It is curious to note how the three sets of schools have to face the same difficulties. In Germany, as in England, doctrinaire opinion inclines to raising the age of admission from ten to twelve, but in both countries the headmasters of the schools are emphatically in favour of the earlier age. In France the difficulty is less acute, because the pupils can fulfil all the conditions of admission and yet enter at the age of eleven. In Berlin, as in England, the teachers of the elementary schools complain a good deal that their schools are robbed of what Englishmen call the "best boys," and Berliners "das unentbehrliche Ferment." Mr. Morant does not say whether the same difficulty exists in France, but I infer that it does from his statement (page 358), that many pupils who would have profited greatly by entering a primary school and following the full course had been misled into staying at ex-standard classes where the instruction practically differed but little from that of the highest classes of the elementary school. *Coelum non animus mutant.* It is only in moments of inspiration that some schoolmasters ever grasp the fact that teachers exist for schools, and not schools for teachers.

In all three systems the schools appear to be *écoles régionales*, that is, they draw their boys from all the surrounding district. In England and in Berlin some irritation appears to exist on this score. In France the irritation seems to be absent. Probably the reason is that in England and Berlin the expense falls, or is believed to fall, on the local authority, while in France it is understood to be borne mainly by the central authority.

It is interesting to note that the money spent upon the French and the German schools is allocated neither by results of examinations nor by capitation. Yet the schools flourish, and are not less efficient than the institutions to which South Kensington doles out its elaborately calculated sixpennyworths of aid.

Mr. Morant explains (page 291) that in the French schools the conditions of admission are drawn up with the idea of excluding all children who, being intellectually unable to profit by the higher instruction given, would fail to repay the country by their improved talent and industry the value of the public funds that would be spent upon them. After taking precautions to exclude the unsuitable, great efforts are made, by means of an extensive and universally applied system of scholarships, to put these schools within the reach of the most intelligent and promising of the poorest class, these scholarships being awarded on the result of strict competitive examinations. The ends aimed at here are desirable enough, but it seems to me that the means employed would in England, at any rate, fail to secure these ends. To begin with, it is impossible at the age of eleven years to pick out with any certainty those boys who are fit to become either the captains or the *sous-officiers* of industry. An examination at that age always favours precocious boys, especially those who have a literary turn. If the examination is *à viva voce* then boys from an educated home have an enormous advantage over the shy awkward lads from poorer homes. And further, since elementary schools are by no means all alike in efficiency, a boy's chance of getting a scholarship will always depend a good deal upon what school he is attending. But there is a more serious objection than any of these. The qualities most necessary both for the captains and the *sous-officiers* of industry are strength of character and soundness of judgment combined with good mental ability. These qualities, however, do not as a general rule show themselves at the age of eleven, and boys who possess them are generally lads of good bodily constitution, not dunces, but more distinguished in the playground than the class-room. Such boys always develop slowly, and are much more easy to recognise at the age of fourteen or fifteen than at eleven. It is possible, of course, that differences of race may affect the question of earlier or later development, and in France the system may work well, but it would work badly here. The plan adopted in England and in Berlin, of admitting all comers who care to pay the fee, and reserving a certain number of free places, works fairly well, and really does secure the boys who will become the *sous-officiers* of industry, for it must not be forgotten that heredity is a factor which cannot be overlooked. The future *sous-officier* will largely be found among the children of the present *sous-officiers*.

Mr. Morant states that the dominant idea which inspires the French higher primary schools is that the schools will best serve society by developing in the children a love for the work by which they will have to get their living. This idea is well put in the quotation from Le Blanc which is prefixed to the paper: "The first and best safeguard that our schools can give for the morality of the man is to create in every scholar an aptitude for and a liking for the labour by which he will have to live." Mr. Sadler says that the *Realschulen* keep before them the ideal of a liberal education, but that their curriculum naturally leads up to a commercial life (pages 387-388). He adds that in the opinion of competent observers the ethical influences of the *Realschulen* are not inferior to those of the *Gymnasien*. As the leaving certificate of the *Realschulen* is a key to the higher positions in business life it is probable that for the children of poorer parents the ethical influences of the *Realschulen* will be based to a certain extent on the gospel of getting-on. English higher-grade schools, unlike the corresponding schools in France and in Berlin, were not founded with any definite aim. They were not even founded of malice aforethought. They owe their existence to the pressure of necessity. School Boards had ex-standard children for whom they had to provide somehow, and so they founded a higher-grade school. At first there was no very clear notion as to what subjects a higher-grade school should teach, and why it should teach them, but by a financial accident the schools drifted into teaching science. So far as my experience goes this curriculum was distinctly unpopular with the parents, but, as the only alternatives they had were to take their children away altogether or to transfer them to a grammar school, they grumbled and submitted.

In 1895 the course for organized science schools was re-organized and the grants began to be paid on a less mischievous system than formerly, so that at present the course is fairly suitable for the average higher-grade school, and with a little modification could be made a very good course indeed. I desire to believe that an ethical idea, or at any rate an idea of some sort, inspires the administration of South Kensington. *Credo quia impossibile*. But I am sure that the School Boards had to find accommodation first and ideas afterwards. It must be remembered that a School Board is not a single entity, but consists of separate members who are constantly changing. Consequently a School Board is often animated by half-a-dozen ideas at one and the same time, for the most part benevolent, but often hopelessly contradictory. I should say that some of the main ideas which have inspired School Boards in maintaining their higher-grade schools have been the desire to open out a career for promising boys, the notion that education is a good thing and cannot be too widely diffused, the notion of a ladder from the gutter to the University, the German competition scare, Robert Lowe's notion that we must educate our masters, and Herbert Spencer's opinion that due instruction should be given in science. School Boards are not yet, however, in my opinion, actuated by that clear dominant idea which guides the administration of the French schools, namely, that the workman shall be so trained that he shall love his work for its own sake. Order and intention are, however, developing themselves out of chaos and aimlessness, and School Boards are steadily setting themselves to consider what is the end that their higher-grade schools ought to serve in order to be of the most use to the body politic. A good deal of their time and thought, however, has been occupied in protesting against the arbitrary and ignorant mismanagement of South Kensington, and in repelling the attacks of different people who would have been glad to see higher-grade schools abolished. A School Board which desires that scholars in a school of science shall receive instruction in Holy Scripture and in singing, but is informed by "my lords" that "literature" includes cookery, carpentry, and dress-cutting, but excludes Holy Scripture and singing, finds it useless to sit down and consider what might be the chief end of higher-grade schools if Departments ceased from troubling. The fact remains that the English system of higher-grade schools has had up to the present no clear controlling idea from within, and that the people who are endeavouring to impose a controlling idea upon it from without are too much in the position of interested parties and too little acquainted with the facts of the case to be trustworthy guides in this very important matter. Meantime the matter is settling itself in a pretty satisfactory way. *Solvitur ambulando*.

Another interesting point of comparison between the three

sets of schools is the nature of the teaching staff. I gather from Mr. Morant's paper that in France the higher primary schools are staffed by the pick of the elementary school teachers. The Berlin *Realschulen* are staffed by highly educated and well trained secondary teachers. Mr. Sadler states the salaries paid to these men, but he does not say whether these salaries are higher or lower than those paid in secondary schools above the rank of *Realschulen*. The point is important, because it would determine whether or not the teachers in the *Realschulen* are an inferior class of secondary teachers. It is certain, however, that if twelve *Realschulen* were opened in England to-morrow they could not be staffed with teachers equal to the German teachers, because, in England, men who combine professional training with the high standard of scholarship which these German teachers reach do not exist in sufficient numbers. The English schools are staffed by men from the pick of the elementary teachers. It would undoubtedly be a great advantage if some of these men had themselves had better educational facilities in their early years, but it must not be forgotten that they are picked men, that good natural ability helped by the persevering study of maturer years does a good deal to compensate for the lack of instruction in earlier life, and that power of stimulating boys depends a good deal upon natural ability and force of character.

Oxford and Cambridge men have a curious and probably a real difficulty in avoiding the assumption that men who have not enjoyed their advantages must necessarily be inferior to them both in teaching power and in attainments. They forget that what is perhaps true when one compares types is not necessarily true when one compares individuals—that because the English are a taller race than the French, it does not follow that Mr. A. is taller than Monsieur B. They also forget that professional training counts for something, that moral force and intellectual ability are not the monopoly of any one class, and that while higher-grade schools certainly get the pick of the elementary teachers the local grammar schools can hardly be said to be staffed with the pick of the secondary teachers. The social class of the scholars attending these schools appears to be much the same in all three countries. Mr. Morant says (page 322) that the French schools are not used to any great extent by any social class higher than that of the *petit bourgeois*, though there are instances where the well-to-do classes have made considerable use of the admirable instruction therein provided. The tables given by Mr. Sadler (page 400) show that after making due allowance for the fact that the schools spoken of are all metropolitan, much the same thing exists in the Berlin *Realschulen*. In England the great bulk of the scholars are the children of skilled workmen and of the shop-keeping class. Besides this the schools usually contain a fair proportion of children of well-to-do people who are willing to risk the loss of a little social prestige in order to be sure that their children are being soundly taught, of children of widows with small means and other persons in reduced circumstances, and of children of very poor people who exercise great self-denial in order to keep them at school.

As to the occupations which pupils take up on leaving comparisons are difficult to make. Any comparison with Germany is vitiated by the facts that all the German schools referred to are metropolitan, while London has scarcely any high-grade schools of the type under consideration; that the privileges conferred by German law on pupils who have passed through the *Realschulen* must exercise a powerful influence in deflecting the boys towards certain occupations, and that the *Realschulen* very largely serve as schools preparatory to higher secondary schools. In France a deliberate effort is made to direct the pupils into industrial life, and special care is taken to avoid the production of *déclassés*. The table on page 368 shows exactly what occupations were taken up by the pupils who left the French higher primary schools in 1895. In the absence of any such comprehensive table it is difficult to speak with any great amount of certainty as to the future careers of the boys who leave the higher-grade schools. The difficulty is increased by the fact that the occupation which a boy takes up on leaving school is not necessarily the occupation he intends to follow permanently. The bulk of the boys find immediate employment either in distinctly manual occupations or in shops and offices, a fair proportion continue their education in other secondary schools or in day-classes at technical colleges and institutes, a fair proportion enter upon occupations requiring special know-

ledge in science or skill in drawing, and a few become pupil teachers. Where the father is a shopkeeper, an employer, or a workman working on his own account, the boy frequently enters his father's business, and the education of such a boy can be prolonged with advantage to himself and the public, and with little risk of making him a *déclassé*. Many of the boys who leave continue their education in evening classes, and form the most satisfactory pupils which such classes can get hold of. They have had a good start in mathematics, drawing, science, and languages, and hence they are able to take up with some degree of intelligence the study of technical subjects. A return recently prepared shows that out of ninety-eight boys who left one particular higher-grade school last July only five of those whose work permitted them to enter the evening classes at the local technical school had failed to do so. I do not think there is much reason to fear that higher-grade schools will produce many *déclassés*. *Déclassés* are far more likely to be produced by well-meant but injudicious attempts to pass forward to Oxford or Cambridge youths of scanty means and no social position, but, as a matter of fact, higher-grade schools seldom or never make such an attempt. It would be well if the parents of such boys would ask themselves the very sensible question of Mr. Morant's Frenchmen, "ce que feront leurs fils une fois bacheliers."

The fact is, the whole question of the production of *déclassés* goes a good deal deeper than the scope of Mr. Morant's article will allow him to discuss it. It is all very well to impress upon a boy the dignity of labour and the delight of doing one's work in the artistic spirit; but the boy knows and his parents know that manual labour is for the most part badly paid, and that in many cases, on account of the extreme division of labour, it is drearily monotonous. Moreover, the conditions of modern production frequently require that an article should be made cheaply rather than well, and that being so, the artistic spirit in manual work, the delight of a workman in making "a good job" of any given piece of work, has little scope. Still, if schools can do anything to foster the idea that manual work is as dignified and as useful as any of the occupations which require a black coat and are commonly called respectable, it is, I think, their duty to do it, and after some years their action might have some appreciable effect. At any rate, it is better that schools should aim at fitting their pupils for the life the pupils will have to live than that they should spend all their energies in fostering the desire to "get on," the spirit of making haste to be rich. Boys will imbibe so much of this spirit from other sources that the country never need fear that they will have too little of it. On the other hand the lesson that a man should make the most of the position he has, and cheerfully do his duty in it, is a far harder one to learn, and the influences that teach it are few and weak. Let us hope that not only higher-grade schools, but grammar schools and elementary schools may be added to the number.

SCOTTISH LEAVING EXAMINATIONS.*

By WILLIAM THOMSON.

THE Leaving Examination, in the beginning a beneficent influence, and doing a necessary service even now, is at times, and especially of late, to be likened rather to a lowering cloud that threatens to fill the whole sky. The Leaving Certificate is, undoubtedly, giving secondary education a status with the public which it did not previously possess; its very name is growing familiar, and it is every year becoming a more coveted possession. Perhaps, too, just as the Code, with all its faults, or, rather, by means of these, consolidated the primary teachers of the country as nothing had been able to do before, so is the Leaving Certificate destined to act as the prime unifier of the secondary teachers. But it is not quite fulfilling the aims with which it started. It was to "impose the smallest possible restraint on the individuality of schools." The "larger educational aims of a school," it was allowed, could not be tested by written examination at all. Unless I misread the signs, a school's individuality and larger educational aims will presently be a vanishing quantity. If candidates are to pass in a reasonable number of subjects in the Higher Grade, both they

and their teachers must turn their backs on education in the best sense. The teacher cannot deviate from the straight road to a pass without a pang of what one may call his secondary conscience; he cannot adhere to it without violating his ordinary conscience. As for the pupil, a little more of the process called raising the standard will justify him in wondering whether youth is worth living; it will presently be for him as if the fiat had gone forth: "Six days shalt thou cram, and do no other work; thou shalt not draw, nor cook, nor sew, nor handle a tool; thou shalt not play; the family and the social circle thou must shun; the Bible, and every book that does not carry marks must be laid on the shelf; thou shalt write much, but read aloud or speak hardly at all; for thee there shall be no more instruments of music, and no more song." One is reminded of the rigid metallic folds in the dress of Dürer's figure "Melencolia," which were said to typify the condition of the Europe of the time under the weight of blank intellectualism. Unless I exaggerate, that famous drawing bids fair to find a second counterpart in the state of our schools. We shall have to look for a second Luther to reveal again the merits of gladness.

If any one thinks the picture overcharged, I would simply ask him the question, "In how many of the schools of Scotland do (say) three-fourths of the Higher-Grade candidates pass in four subjects on the present standard?" Is there one? We have no reason to believe it. On the contrary, there are good schools of established reputation where not one candidate in half-a-dozen passes in four subjects. Yet this is a modest expectation. The Western Branch presses for a grouped certificate of five subjects. Nor is it unreasonable to expect three-fourths of the highest class to take a full Leaving Certificate. I question very much whether the teachers of Scotland are prepared to see even one-fourth of their pupils go out into the world, after a ten years' course, stamped with the stigma of failure. R. L. Stevenson said, of schools and colleges, that, for one great man that they completed, they unmade a dozen. We are threatened with a more pressing danger. We have to beware lest average useful citizens be spoiled in the making, go to pieces, and need to be replaced by vessels of homelier manufacture. The strain is not so severely felt in all schools, I dare say. But I can answer for it that it is felt wherever the moderate aim just specified has been attempted. The conclusion I come to is this: the present standard and a reasonable grouped certificate are two irreconcilable things. The highest level reached by exceptional pupils, or under exceptional circumstances, is adopted without inquiry at headquarters as the standard for all schools under all circumstances.

It is not necessary to go into further details as to the defects of the Leaving Examination to see that a sharp remedy is needed. Dr. Marshall's motion* of last spring, or something very like it, is the only one that can be considered satisfactory to teachers, allowing, as it does, liberty to those on the spot to think out what is best educationally for each school. If, however, that proposal is too revolutionary to be entertained by the authorities, the Association should continue to urge the necessity for an early re-arrangement of the present scheme. This ought to embrace not merely English, mathematics, and four languages, but science and other branches as well. A group of four subjects, three if one is taken on the Honours standard, should suffice for a pass, and five or six or even more might be permitted on the understanding that the marks for more than four would be handicapped on such a scale as to preserve equality. There are weighty reasons why the Honours papers should be abolished. An additional question or two in the Higher Grade paper would serve the purpose. Successful candidates might then be divided into three classes, as in the Cambridge Higher Certificate for Women. If the standard of the present papers were adjusted to the capacity of the pupils, it is generally allowed that they are skilfully set. For example, it is an educative exercise even to work through a German paper. The one marked exception is French. The biggest blot in that paper, the philology, should disappear. It is a direct incitement to pedantry, to which teachers are already

* Dr. Marshall's motion was: "That the Association re-affirms its former resolution that grouped Leaving Certificates are extremely desirable, either as a substitute for, or as an addition to, the present scheme of certificates for single subjects, but that the subjects to constitute such groups shall be fixed for each school by the Education Department, or other examining body, in accordance with the special scheme or schemes of work in such school."

* Part of the Presidential Address delivered before the Association of Secondary Teachers in Scotland, November 27.

"born as the sparks fly upward." Had it been based on the life of words, it might have had something to say for itself, but it involves a knowledge of phonetics, a subject not studied in Scotland, and it is founded on a pronunciation of Latin which may be taught, but is certainly not learnt, in Scottish schools.

It is extremely doubtful whether we shall ever get a satisfactory Leaving Examination as long as the gulf which separates teachers from the examining authority is so impassable. An examining board to which the teachers should have access is what this Association advocated from the first, and the need for it is felt more than ever now. There are numerous important facts connected with the Leaving Examination for the last few years which it is indispensable that the examining authority should know. They are not known, and the future holds out no prospect that they ever will be known. We must do what we can, however. That is why I consider it necessary to have a more formal statement of the views of the Association on the Leaving Certificate than has yet been drawn up. I see no other means towards that end than the appointment of a special committee as recommended, on my motion, by the Western Branch in these terms:—

"That, in view of the strong hold public examination is taking upon teaching, it is desirable that a permanent committee of this Association be formed, to gather the opinions of the secondary teachers of Scotland regarding the Leaving Certificate and other examinations; to formulate these opinions, pointing out defects and making suggestions for improvements; and to bring these suggestions under the notice of the proper authorities in such a manner as may be best calculated to secure their adoption."

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

TENTH GENERAL CONFERENCE, ABERYSTWYTH, APRIL 19-22, 1898.

Dr. Isambard Owen has accepted the post of President of the Teachers' Guild, in succession to Mr. James Stuart, M.P., for the year from April, 1898, to April, 1899, and will take his seat and give his Presidential Address at the Conference.

The following are the subjects for discussion at Aberystwyth:—

QUESTIONS OF EDUCATIONAL POLITICS.—(1) The Relation of the Elementary to the Intermediate Schools—*e.g.*, when the bifurcation should take place; (2) Whether it is preferable, in the organization of Intermediate Schools, to have a large number of small schools or a smaller number of large schools; (3) How far is it possible or desirable to co-ordinate County Councils with School Boards in the organization of secondary education?

PROFESSIONAL QUESTIONS.—(4) The Practical Correlation of Subjects in the schools of to-day, and Herbart's Views on Correlation; (5) The Development and Training of the Voice; (6) Child Study: how it should be conducted, and by whom; (7) The Co-operation of Parents and Teachers in the Education of Children.

The following, amongst others, have been selected for invitation to open the discussions on the above list of subjects:—The President of the Guild (Mr. James Stuart, M.P.); Mr. T. E. Ellis, M.P.; the Lord Bishop of Hereford; the Rev. the Principal of Lampeter; Miss E. P. Hughes; Mr. Lyulph Stanley, Vice-Chairman of the London School Board; Miss Penstone; Mrs. Emil Behnke; Mr. B. P. Macdonald, M.A.; Professor Foster Watson, M.A.; and Miss Alice Woods.

The following special experts on the Professional Questions will be invited to send written communications:—Dr. Rein, Dr. Stanley Hall, Dr. E. A. Abbott, and Professor Sully.

Members who wish to attend the Conference are invited to send in their names early to the General Secretary, as it is desirable that an estimate of the number likely to be present should be formed as soon as possible.

The next Teachers' Guild Lecture will be given on Tuesday, March 8, at 8 p.m., in London (place of meeting to be announced later), by F. W. H. Myers, Esq., M.A., H.M.L., a Vice-President of the Guild. Subject: "Wordworth." Any member of the Guild may attend and may bring a friend.

The Council met on December 4th, 1897. Present:—The Rev. Canon the Hon. E. Lyttelton, Chairman; Miss Anderton, the Rev. O. Bevan, Mr. H. C. Bowen, Miss H. Busk, Mr. Charles, Miss

Connolly, Miss Edwards, Mr. Frank, Professor Hicks, Miss E. P. Hughes, Mr. Langer, Mr. Montgomery, Mr. Oake, Miss Page, Miss Smith, Mr. Storr, Mr. Thornton, Mrs. Tribe, Miss A. J. Ward, Mr. J. L. Watson, and Mr. J. Wise.

The Salop Local Guild, which applied for affiliation as a Branch, was duly affiliated.

The Scheme for a Professional Joint Agency for Assistant-Masters and Tutors was approved.

It was decided to invite the College of Preceptors and other associations specially interested in secondary education (some of which have separate agencies for assistant-mistresses and governesses) to take part in a Conference, on January 17th, to discuss the feasibility of establishing a Professional Joint Agency for Women Teachers on the basis of a scheme propounded by the Guild.

The Scheme for the management of the Benovolent or Aid Fund by a Committee of the Council was approved, and the Thrift and Benefits Sub-Committee of the Executive Committee was made a Committee of the Council, and the management of the Fund was entrusted to it, with the addition of the Trustees mentioned in the Scheme.

The list of Conference subjects for Aberystwyth was settled.

It was decided to invite Dr. Isambard Owen to take the Presidential Chair at the Aberystwyth Conference.

Sixty-six applicants for membership were elected, viz.: Central Guild, 11; Branches: Aberystwyth, 49; Croydon and East Surrey, 1; Dublin and Central Irish, 1; Manchester, 2; North Wales (Colwyn Bay Centre), 2.

The General Secretary addressed a meeting, called to consider the question of forming a branch of the Guild at Ipswich, in the Council Chamber of the Town Hall, Ipswich, on Friday evening, December 10; Dr. J. H. Bartlett was in the chair, and among those present were the Chairman of the School Board, the Headmaster of the Grammar School, the Headmistresses of the Girls' High School and of the Girls' Middle School, Miss M. Williams (Local Correspondent), and Mr. G. F. Bridge. It was unanimously decided that a Branch should be formed, and a Committee was appointed to carry the resolution into effect.

CENTRAL GUILD. LONDON SECTIONS. JANUARY, 1898.

Tuesday, 25th, 8 10.30 p.m.—Section C. Social Evening, at 72 Compayne Gardens, West Hampstead, N.W. Dramatic Dialogues.

Friday, 28th.—Section F. At the Clapham School, High Street, Clapham, S.W. 7.45 p.m. Annual General Meeting.—8.15 p.m. Paper by F. Kettle, Esq., B.A., "False Gods in the Class Room," to be followed by discussion.

TEACHERS' GUILD EDUCATION SOCIETY.—The next meeting will be held on Thursday, January 20, 1898, 8 p.m., at 74 Gower Street, W.C. Mr. A. T. Pollard will open a discussion on "The Relative Value of Internal and External School Examinations." The meeting will be asked to decide whether this Society can undertake the inquiry, suggested by Professor Foster Watson at the last meeting, into the number of children at present composing a class in schools of various kinds, with a view to discovering the educational limits of the class.

BRANCHES.

Three Towns.—The first meeting of the Winter Session was held at the Athenaeum, on a Friday evening in November. Mr. G. P. Dymond, B.A., Headmaster of the Hoe Grammar School, was elected as President, and Mr. A. J. Rider, F.C.S., Headmaster of the Stoke High School for Boys, as Treasurer. A very able lecture was given by Mr. J. J. Alexander, M.A., Headmaster of Tavistock Grammar School, on "How to Teach Mathematics." The lecturer insisted that the first requisite of a successful teacher was knowledge, and urged the employment of the methods used in Newton's "Principia" and an acquaintance with differential and integral calculus, as dispelling a common but dangerous fallacy that reverse operations can be carried out by a reversal of method. Mathematics was a science and not a compendium of rules like bookkeeping, or a body of facts like history. The phrase "Mathematics and Science," as often used in school curricula, was misleading. In some respects mathematics is the greatest of all the sciences, for it is the science of space and time and their relations, and as such includes all conceptions. The study of mathematics inculcates habits of accuracy, rapidity, and clearness, which all contribute largely to what, after all, should be the highest aim of all education, the formation of character. Generally speaking, the method of procedure should always be from the simple to the complex, the concrete to the abstract, the definite to the indefinite. Regard, however, should be had to the historical order of development. The fact that the science of geometry was evolved long before that of algebra points to the conclusion that that subject should always take precedence. Euclid's elements should be used because they bring us into communion with old-world thought and are an unique example of deductive reasoning. The lecturer concluded his remarks by some particular examples of methods in the teaching of geometry, algebra, and mechanics, and the evil effects of a purely mathematical training. An interesting discussion was taken part in by Messrs. Dymond, Colson, Rider, Rev. J. Hirste Haywood, and others. A cordial vote of thanks to the lecturer closed the proceedings.

LIBRARY.

The Hon. Librarian reports the following additions to the Library :
 Presented by the Author, per Miss A. G. Cooper :—*Etudes sur la Pronunciation Classique de la Langue Française*, par Madame L. Horta.
 Presented by the Author.—*The Public School and the Special School* (three copies) (pamphlet).
 Presented by Mr. Wm. Rice :—*Bound volume of the Journal of Education for 1897*.
 Presented by Messrs. Bacon & Co. :—*Atlas of Africa ; Memory Map Atlas and Text-Book Combined ; Atlas of Europe*.
 Presented by Messrs. Geo. Bell & Sons :—*Thos. Carlyle, The Hero as Divinity*, edited by Mark Hunter.
 Presented by Messrs. Blackie & Son :—*The Merchant of Venice*, edited by H. L. Withers ; *England and the Reformation*, by G. W. Powers ; *Raleigh History Handbooks (Reign of Queen Victoria)*.
 Presented by the Roxburghe Press :—*Gladys in Grammarland*, by A. M. Allen.
 Presented by Messrs. Swan Sonnenschein & Co. :—*A Run Round the Empire*, by A. Hill.
 Presented by the University Correspondence College Press :—*A Higher Latin Reader*, edited by H. J. Maidment and T. R. Mills ; *Date Chart of English History*, by M. M. Mack and C. S. Fearenside.
 Presented by Messrs. Whittaker & Co. :—*Distinguenda*, by A. P. S. Newman ; *New Grammatical French Course (Elementary)*, by A. Barrère ; ditto (*Intermediate*).
 Purchased :—*Report of Committee of Council on Education, 1896-97 ; Second Anglo-Saxon Reader*, by H. Sweet.

JOTTINGS.

"NUNQUAMNE REPONAM VEXATUS TOTIES?"

Progressives, Moderates for months have roared
 How each the goslings of the State would stuff ;
 Crotchets and creeds have dinned us with their quarrels,
 Some shouting "Dogma !" others bawling "Morals !"
 Till our exhausted patience cries "Enough,
 The country, to a man, is now 'School-bored.'"

THE Court of Common Council has made a grant of fifty guineas to the Home Teaching Society for the Blind, which provides the poor adult blind with teachers and embossed books on loan at their own homes and in workhouses in and around London.

THE Registrar of the University College of North Wales, Bangor, has received a letter from the Clerk to the Drapers' Company, informing him that the Company will be happy to modify in the sense suggested by the College the conditions attached to their grant of £1,000 towards stocking and equipping the College farm. The grant is therefore now made conditional upon a further sum of £3,000 being raised towards the same purpose before the end of the present session. It has been arranged that students pursuing the ordinary agricultural course at the College shall in future reside for a part of that course in the immediate neighbourhood of the farm, and thus get the benefit of practical training, side by side with the theoretical instruction.

In his inaugural address as President of the Queen's College, Cork, Sir Rowland Blennerhassett advocated its expansion into a University for the province of Munster. Some, he said, appeared to think that the existing system of University education in Ireland would be improved by the establishment of a central degree-giving institution, with colleges affiliated to it in different parts of the island. He was himself certain that the centralization of University education was always to be avoided. In every country where it had existed it had worked unmitigated evil.

Literature mentions that Mr. A. C. Benson will bring out next year a biographical history of Eton and leading Etonians, with portraits reproduced from the College collection and from that of the Provost.

BURY GRAMMAR SCHOOL, Lancashire, has just received an anonymous donation of £2,000, to be dealt with as the trustees think fit. The offer was made through Mr. James Kenyon, M.P., one of the trustees of the school.

THE Gilchrist Medal, with a £10 prize in books, has been awarded to Frances Catherine Goslin, a pupil of Cheltenham Ladies' College, who has passed the B.A. Examination of the University of London in Class I.

ARRANGEMENTS have been made for a devotional meeting of school-masters at Radley College on Sunday and Monday, January 16-17, when addresses will be given by Canon Gore. Further information may be obtained from the Warden.

THE B.Sc. Examination for Honours in Engineering at Victoria University has been accepted by the Council of the Institution of Civil Engineers as exempting from their prescribed examination for associate membership.

AT the Day Training College, Cambridge, a scheme of secondary training has been organized for members of the University who intend to become masters in public schools. The course, extending over a year, will be both theoretical and practical, and only members of the University who have passed the "Little-go" will be accepted as students. The fee payable is fixed at five guineas a term.

PROFESSOR HUDSON'S evening County Council class on Pure Mathematics will be resumed after the vacation at King's College on Wednesday, January 19, at 6 p.m. The morning lectures on the Teaching of Elementary Mathematics will be resumed on Saturday, January 22, at 10 a.m.

WE ought to have chronicled last month the election to Parliament of an ex-teacher. Mr. A. H. A. Morton, who succeeds Mr. Justice Darling as Member for Deptford, was for many years master of the distinguished preparatory school at Farnborough (now Mr. Carter's), commonly known as the House of Lords Nursery. On retiring, Mr. Morton availed himself of the Clerical Disabilities Relief Act, but he still retains his Fellowship at King's College. The private-school masters will now have their representative in the House ; the National Union of Teachers have their two delegates ; the Universities are amply represented both directly and indirectly ; but secondary teachers are still left out in the cold, and, in the approaching debates on organization, there is no member who can claim to be their spokesman.

DR. JOHN CAIRD will shortly resign the office of Principal of Glasgow University, which he has held for many years. Principal Caird is one of the Queen's Chaplains in Scotland, and he is considered to be the most eloquent Presbyterian preacher since the famous Chalmers. The headship of Glasgow University is worth about £1,100 a year, with a good official residence.

UNDER the will of the late Sir W. A. Mackinnon, K.C.B., the Royal Society will come into possession of about £16,000 for the furtherance of natural and physical science, including geology and astronomy, and of original research and investigation in pathology by prizes and scholarships. Sir W. A. Mackinnon also bequeathed £2,000 to Edinburgh University for the purpose of founding scholarships in science and modern languages.

THE Headmistresses' Association will hold a meeting at Oxford next October, on the invitation of the Association for Promoting the Education of Women in Oxford.

MISS EMILY PENROSE has been appointed to the vacant Principalship of Holloway College. She has for three years been Principal of Bedford College, where she held also the Professorship of Ancient History. The appointment should do much towards filling Holloway's many empty places. Miss Penrose has an excellent knowledge of modern languages, having resided in France, Germany, and Italy. At Rome she began to give attention to archaeology. Her father was the first director of the British Archaeological School at Athens ; in 1883 she accompanied him to Greece when he was carrying on excavations at Olympia ; a few years later she passed a year beside him at Athens, deepening her knowledge of archaeology. In 1889 she went to Somerville College, gaining a first class in the Final Honour School of the Literæ Humaniores, being the first woman who ever gained this distinction. A travelling bursary enabled Miss Penrose to study classical archaeology in French and German museums. She has since lectured under the Oxford and London University Extension Societies at the British Museum and elsewhere. Miss Penrose will not leave Bedford College till after Easter.

MR. S. J. CARTLEDGE, Director of the Hanley Art School, has been appointed an Inspector under the Science and Art Department.

MR. T. A. SHEGOG has been appointed Director of Technical Instruction under the Monmouthshire County Council.

MR. F. W. MOORMAN, B.A. London, Ph.D. Strasburg, at present

Lecturer at the University College of Wales, has been appointed to the Lectureship in English Language and Literature at the Yorkshire College, Leeds.

THE Rev. James Clunes Wilson, M.A., second master at Sutton Valence Grammar School, has been appointed Rector of Billingford, East Dereham, Norfolk.

MR. ALFRED HOPKINSON, Q.C., M.P., has accepted the post of Principal of Owens College, Manchester, in succession to Dr. Ward. Mr. Hopkinson was formerly Stowell Fellow of University College, Oxford, and was called to the Bar in 1873. For some years he held the post of Professor of Law at Owens College.

SIR HENRY IRVING has been appointed by the Vice-Chancellor of Cambridge University as Rede Lecturer for 1898, and will deliver his lecture in June.

MR. R. M. BURROWS, M.A. Christ Church, Oxford, assistant to the Professor of Greek at Glasgow, has been appointed Professor of Greek in the University College of South Wales, Cardiff.

MISS AMY BELL, St. Hugh's Hall, Oxford, has been appointed an assistant-mistress in the Newport (Mon.) Intermediate School.

MR. A. S. EVE has been appointed Bursar and Secretary to the Council of Marlborough College, in succession to the Rev. J. S. Thomas.

MISS M. G. FRODSHAM has been appointed Lecturer in the Cambridge Training College. She was elected to an entrance scholarship at Holloway College in 1893, where she subsequently obtained the first Founder's Scholarship for Mathematics and the Driver Prize for Mathematics. She took the London B.A. degree and also second-class Oxford Honour Moderations in Mathematics.

THE Lords of the Committee of Council on Education in Scotland have appointed Mr. John Struthers, one of Her Majesty's Inspectors of Schools, to be Senior Examiner in the Scotch Education Department, and Mr. William Whyte, at present acting as one of Her Majesty's Inspectors in the Aberdeen district, is promoted to the charge of the Perth district in place of Mr. Struthers. Mr. S. D. Black is promoted to be a Sub-Inspector of the First Class, and Mr. F. K. S. Walker, M.A., is nominated a Sub-Inspector of the Second Class, in place of Mr. Black.

THE Lord President of the Council has appointed Mr. T. King, Fellow of Jesus College, Cambridge, and one of Her Majesty's Chief Inspectors of Schools, to be Senior Chief Inspector, in succession to the Rev. T. W. Sharpe, C.B., whose resignation takes effect at the beginning of the new year.

THE office of Astronomer Royal of Ireland, to which is annexed the Andrew Professorship of Astronomy in the University of Dublin, has been conferred upon Mr. C. J. Joly, Fellow of Trinity College, who is both a capable observer and a most learned mathematician. Mr. Joly replaces Dr. Rembrant, who has been appointed Radcliffe Observer at Oxford. Mr. Joly has been for some time engaged in editing the works of Sir William Rowan Hamilton, his distinguished predecessor in the Chair of Astronomy.

MISS LLOYD EVANS, M.A. St. Andrews, assistant-mistress at the Blackburn High School, has been appointed Lady Superintendent of the Church of Ireland Training College for Teachers, Dublin. She received her early education at the Warwick High School.

MISS D. THOMAS, Headmistress of Llanidloes Intermediate School, has been appointed Headmistress of Dr. Williams's School, Dolgelly.

THE Rev. Dr. Dolbé has resigned, after thirty years' service, the Headmastership of Latymer School, Edmonton. The post has been filled by the appointment of Mr. W. A. Shearer, M.A.

THE Rev. H. A. Watson, M.A., Headmaster of Maidstone Grammar School, has been appointed to the Headmastership of Yarmouth Grammar School, vacant by the appointment of Mr. Murray Ragg to Hereford.

THE death is announced of Mr. H. Isbister Smith, Headmaster of Uckfield Grammar School.

MR. EDWARD ARNOLD'S SPECIAL LIST OF TEXT-BOOKS FOR CAMBRIDGE LOCAL EXAMINATIONS, 1898.

ENGLISH.

ARNOLD'S SCHOOL SHAKESPEARE. Under the General Editorship of J. CHURTON COLLINS, M.A.

The Merchant of Venice. Edited by C. H. GIBSON, M.A., Assistant-Master at Merchant Taylors' School. Cloth, 1s. 3d.

The Tempest. By W. E. URWICK, M.A., Lecturer on English Literature at the Durham College of Science, Newcastle-on-Tyne. Cloth, 1s. 3d.

As You Like It. By S. E. WIMBOLT, B.A., Assistant-Master at Christ's Hospital. Cloth, 1s. 3d.

Twelfth Night. By R. F. CHOLMFLEY, M.A., Assistant-Master at St. Paul's School. Cloth, 1s. 3d.

King Lear. By the Rev. D. C. TOVEY, M.A., late Assistant-Master at Eton College. Cloth, 1s. 6d.

Hamlet. By W. HALL GRIFFIN, Professor of English Literature at Queen's College, London. Cloth, 1s. 6d.

HISTORY AND GEOGRAPHY.

A HISTORY OF ENGLAND. By C. W. C. OMAN, M.A., Fellow of All Souls' College, Oxford, Author of "Warwick the King-Maker," &c. Fully furnished with Maps, Plans, and Genealogical Tables. 760 pp. cloth, 5s.

THE SAME IN TWO PARTS, with separate Indices, 3s. each.

Part I. From the earliest times to A.D. 1603.

Part II. From 1603 to 1885.

THE SAME IN THREE DIVISIONS.

Division I. To A.D. 1307. 2s.

Division II. From 1307 to 1688. 2s.

Division III. From 1688 to 1885. 2s. 6d.

In ordering, please state the period required, to avoid confusion.

A HISTORICAL GEOGRAPHY. By the late Dr. MORRISON. New Edition, Revised and largely Re-written by W. L. CARRIE, English Master at George Watson's College, Edinburgh. Cloth, 3s. 6d.

A SHILLING GEOGRAPHY. By the late Dr. MORRISON. Revised by W. L. CARRIE. Cloth, 1s.

FRENCH AND GERMAN.

FRENCH WITHOUT TEARS. By Mrs. HUGH BELL, Author of "Le Petit Théâtre des Enfants." A Graded Series of French Reading Books, carefully arranged for young pupils beginning French. With Humorous Illustrations, Notes, and Vocabulary.

Book I., 9d.; Book II., 1s.; Book III., 1s. 3d.

A FIRST FRENCH COURSE. By JAMES BOÏELLE, B.A. (Univ. Gall.), Senior French Master at Dulwich College. With Grammar Exercises and Vocabulary. Cloth, 1s. 6d.

A FIRST FRENCH READER. By W. J. GREENSTREET, M.A. With Exercises for Re-translation and Vocabulary. Cloth, 1s.

LESSONS IN GERMAN. By L. INNES LUMSDEN, Warden of University Hall, St. Andrews. A Graded Course with Exercises and Vocabulary, forming a Complete Introductory Manual of the Language. Crown 8vo, 3s.

LATIN.

CÆSAR DE BELLO GALLICO.

Books I. and II. Edited, with Introduction, Notes, Hints for Composition, and Vocabulary, by G. C. HARRISON, M.A., Assistant-Master at Fettes College, and T. W. HADDON, M.A., Assistant-Master at the City of London School. With Map, Plans, and numerous Illustrations to the Section on the Roman Army. Crown 8vo, cloth, 1s. 6d.

Books III.-V. Uniform with the above. Edited by M. T. TATHAM, M.A. Crown 8vo, cloth, 1s. 6d.

A FIRST LATIN COURSE. By G. B. GARDINER, M.A., D.Sc., formerly Assistant-Master at the Edinburgh Academy, and ANDREW GARDINER, M.A. Crown 8vo, cloth, 1s. 6d.

A LATIN TRANSLATION PRIMER. With Grammatical Hints, Exercises, Conversations, and Vocabulary. By G. B. GARDINER, M.A.

MATHEMATICS.

THE ELEMENTS OF ALGEBRA. By R. LACHLAN, Sc.D., formerly Fellow of Trinity College, Cambridge. Crown 8vo, cloth, with or without Answers, 2s. 6d. Answers separately, 1s.

AN ELEMENTARY TEXT-BOOK OF MECHANICS. By R. WORMELL, M.A., D.Sc., Headmaster of the Central Foundation Schools of London. With numerous Illustrations and Diagrams. Cloth, 3s. 6d. Solutions to Problems, for Teachers only, 3s. 6d.

THE MERCANTILE ARITHMETIC. By R. WORMELL, M.A., D.Sc.

PART I. Including Rule of Three, Practice, Fractions, and Decimals. 2s.

PART II. Interest, Proportion, Percentages, Stocks, &c. 2s.

Complete, with Answers, 4s.; without Answers, 3s. 6d.; Answers separately, 1s.

EDWARD ARNOLD, 37 BEDFORD STREET, STRAND, LONDON.

MESSRS. BELL'S EDUCATIONAL WORKS.

Books Suitable for the Examinations of 1898.

CAMBRIDGE LOCAL EXAMINATIONS.

JUNIOR AND SENIOR, December, 1898.

- Virgil.—Æneid.** Book I. Conington's Edition, abridged. By the Rev. J. G. SHEPPARD, D.C.L. With Vocabulary, 1s. 6d.
- Virgil.—Æneid.** Books I. and II. Conington's Edition, abridged. 1s. 6d. Translation by A. HAMILTON BRYCE, LL.D. 1s. Text only, complete. Edited by Conington. 1s. 6d.
- Cæsar.—De Bello Gallico.** Books I.—III. With Notes by GEORGE LONG, M.A. 1s. 6d. Translation by W. A. McDEVITTE, B.A. 1s. Text only, complete. Edited by GEORGE LONG, M.A. 1s. 6d.
- Livy.** Book V. Prendeville's Edition, revised by J. H. FREESE, M.A. 1s. 6d. Translation by J. H. FREESE, M.A. 1s.
- Tacitus.—Histories.** Literally Translated. 5s.
- Horace.** Edited by A. J. MACLEANE, M.A. Complete, 3s. 6d. Or, the Odes, 2s.
- Horace.—Odes.** Books III. and IV. Translated by A. HAMILTON BRYCE. 1s. Text only, complete. Edited by A. J. MACLEANE, M.A. 1s. 6d.
- Plato.—Apology and Crito.** Edited by W. WAGNER, Ph.D. 2s. 6d. Translation by the Rev. H. CARY. 1s.
- Demosthenes.—Olynthiacs.** Translated by C. RANN KENNEDY, 3s. 6d.
- Homer.—Iliad.** Translated by T. A. BUCKLEY. 5s.
- Xenophon.—Anabasis.** Book III. Edited by J. F. MACMICHAEL. New Edition. Revised by J. E. MELHUSH, M.A., Assistant-Master at St. Paul's School, with Life, Introduction, and Itinerary, and Map. 1s. 6d. Translation by the Rev. J. S. WATSON. 1s. Text only, complete. Edited by J. F. MACMICHAEL. 1s. 6d.
- Euripides.—Medea.** Edited by F. A. PALEY, M.A., LL.D. 1s. 6d. Translation by E. P. COLERIDGE, M.A. 1s. Text only, complete. Edited by F. A. PALEY, LL.D. 3 vols. 2s. each.
- Molière.—Le Bourgeois Gentilhomme.** Edited by M. GASC, with Arguments and Notes. 6d., cloth. Translation by C. HERON WALL. 1s.
- Lessing.—Minna von Barnhelm.** Translated by ERNEST BELL, M.A. 1s.
- Notes on Shakespeare's Merchant of Venice.** By T. DUFF BARNETT, B.A. 1s. With Text, 2s.

CAMBRIDGE HIGHER LOCAL EXAMINATIONS

June and December, 1898.

- Virgil.—Æneid.** Books V. and VI. Conington's Edition, abridged, by Professor NETTLESHIP, 1s. 6d. Translation by A. HAMILTON BRYCE. 1s. Text only, complete. Edited by Professor CONINGTON. 2s.
- Horace.—Odes.** Edited by A. J. MACLEANE, M.A. 2s. Translation by A. HAMILTON BRYCE. 1s. Text only, complete. Edited A. J. MACLEANE, M.A. 1s. 6d.
- Plato.—Apology and Crito.** Edited by W. WAGNER, Ph.D. 2s. 6d. Translation by the Rev. H. CARY. 1s.
- Euripides.—Bacchæ.** Edited by F. A. PALEY, LL.D. 1s. 6d. Translation by E. P. COLERIDGE, M.A. 1s. Text only, complete. Edited by F. A. PALEY, LL.D. 2s.
- Sophocles.—Ajax.** Edited by F. A. PALEY, LL.D. 1s. 6d. Translation by E. P. COLERIDGE, M.A. 1s. Text only, complete. Edited by F. A. PALEY, LL.D. 2s. 6d.
- Ten Brink's Early English Literature.** Vol. I. to Wyclif. Vol. II. (Wyclif, Chaucer, Earliest Drama, Renaissance). Vol. III. (Lancaster and York, Renaissance up to the Death of Surrey). Edited by Dr. ALDOIS BRANDL. Three Vols. 3s. 6d. each.
- The Age of Milton.** By J. H. B. MASTERMAN and J. BASS MULLINGER. Crown 8vo. 3s. 6d.
- Notes on Shakespeare's King Lear.**—By T. DUFF BARNETT, B.A. 1s.
- Kluge's Etymological Dictionary of the German Language.** Translated from the German by J. F. DAVIS, D.Lit. Small 4to. 7s. 6d.
- A Handbook of German Literature.** By MARY E. PHILLIPS, LL.A. Revised with an Introduction, by A. WEISS, Ph.D., Professor of German at the R.M.A., Woolwich. Crown 8vo. 3s. 6d.
- Conics, The Elementary Geometry of.** By C. TAYLOR, D.D., Master of St. John's College, Cambridge. Seventh Edition, revised. 4s. 6d.
- Conic Sections Treated Geometrically.** By W. H. BESANT, Sc.D., F.R.S. Ninth Edition. 4s. 6d.—KEY, 5s. net.
- Elementary Hydrostatics.** With chapters on the Motions of Fluids and on Sound. By W. H. BESANT, Sc.D., F.R.S. Sixteenth Edition. 4s. 6d.—KEY, 5s. net.
- The Building of the British Isles: a Study in Geographical Evolution.** By A. J. JUKES-BROWNE. Illustrated by numerous Maps and Woodcuts. Second Edition, revised. 7s. 6d.
- Music, A Text-Book of.** By H. C. BANISTER, Professor of Harmony and Composition at the Royal Academy of Music. Fifteenth Edition. 5s.

OXFORD LOCAL EXAMINATIONS.

July, 1898.

- Cæsar.—De Bello Gallico.** Edited by GEORGE LONG, M.A. Book I. With Vocabulary. 1s. 6d. Translation by W. A. McDEVITTE, B.A. 1s. Text only, complete. Edited by GEORGE LONG, M.A. 1s. 6d.
- Horace.—Odes.** Edited by A. J. MACLEANE, M.A. 2s. Translation by A. HAMILTON BRYCE. 1s. Text only, complete. Edited by A. J. MACLEANE, M.A. 1s. 6d.
- Livy.** Translated. Vol. I. (containing Books I.—VIII.). 5s.
- Virgil.—Æneid.** Books V. and VI. Conington's Edition, abridged. 1s. 6d. Translation by A. HAMILTON BRYCE, LL.D. 1s. Text only, complete. Edited by Conington. 2s.

OXFORD LOCAL EXAMINATIONS.

July, 1898 (continued).

- Xenophon.—Anabasis.** Book I. Edited by J. F. MACMICHAEL. Revised by J. E. MELHUSH, M.A. 1s. 6d. Translation by Rev. J. S. WATSON. 1s. Text only, complete. Edited by J. F. MACMICHAEL. 1s. 6d.
- Euripides.—Medea.** Edited by F. A. PALEY, M.A., LL.D. 1s. 6d. Translation by E. P. COLERIDGE, M.A. 1s.
- Euripides.—Hecuba.** By F. A. PALEY, LL.D. 1s. 6d. Translation by E. P. COLERIDGE, M.A. 1s. Text only, complete. Edited by F. A. PALEY, LL.D. 3 vols. 2s. each.
- Plato.—Apology.** Edited by W. WAGNER, Ph.D. 2s. 6d. Translation by Rev. H. CARY. 1s.
- Notes on Shakespeare's Merchant of Venice.** By T. DUFF BARNETT, B.A. 1s. With Text, 2s.
- Hauff.—The Caravan.** Translated by S. MENDEL. 1s.
- Elementary Botany.** By PERCY GROOM, M.A., F.L.S., Examiner in Botany at the University of Oxford. 3s. 6d.

OXFORD AND CAMBRIDGE SCHOOLS EXAMINATION BOARD.

HIGHER CERTIFICATE EXAMINATION, July, 1898.

- Horace.—Odes.** Edited by A. J. MACLEANE, M.A. 2s. Text only, complete. Edited by A. J. MACLEANE, M.A. 1s. 6d. Translation by A. HAMILTON BRYCE, LL.D. 2 vols. 1s. each.
- Livy.** Books I. and II. Prendeville's Edition, revised by J. H. FREESE, M.A. 1s. 6d. each. Translation by J. H. FREESE, M.A. 1s. each.
- Terence.—Phormio.** Edited by W. WAGNER, Ph.D. 1s. 6d.
- Terence.—Andria.** Edited by W. WAGNER, Ph.D. 1s. 6d.
- Virgil.—Æneid.** Books V.—XII. Conington's Edition, abridged. 4s. 6d. Translation by A. HAMILTON BRYCE. 1s.
- Aristophanes.—Acharnians.** Edited by F. A. PALEY, LL.D. 2s. 6d. Translation by W. H. CONINGTON, B.A. 1s.
- Euripides.—Medea, Hercules Furens, Alcestis.** Edited by F. A. PALEY, M.A., LL.D. 1s. 6d. each. Translations by E. P. COLERIDGE, M.A. 1s. each.
- Sophocles.—Oedipus Coloneus.** By F. A. PALEY, LL.D. 1s. 6d. Translation by E. P. COLERIDGE, M.A. 1s.
- Thucydides.** Book II. By R. SHILLETO, M.A. 8vo. 5s. 6d. Translation by the Rev. H. DALE. 3s. 6d. Text only. Edited by J. W. DONALDSON, D.D. 2s.
- Molière.—Les Précieuses Ridicules.** Edited by M. GASC. 6d.
- Molière.—Les Fourberies de Scapin.** Edited by M. GASC. 6d.
- Cornell.—Polyeucte.** Edited by M. GASC. With Arguments and Notes. 6d.

LONDON UNIVERSITY EXAMINATIONS.

MATRICULATION—June, 1898, and January, 1899.

- Virgil.—Æneid.** Books I. and II. Conington's Edition, abridged, 1s. 6d. Translation by A. HAMILTON BRYCE, LL.D. 1s. Text only. Edited by CONINGTON. 2s.
- Æschylus.—Persæ.** Edited by F. A. PALEY, M.A., LL.D. 1s. 6d. Text only. Edited by F. A. PALEY, M.A. 2s.
- Ovid.—Metamorphoses.** Book XIII. A School Edition. With Introduction and Notes by CHARLES HAINES KEENE, M.A. Fcap. 8vo. 2s. 6d.
- Ovid.—Metamorphoses.** Book XIV. By the same Editor. [In the press.]
- Xenophon.—Anabasis.** Book IV. Edited by J. F. MACMICHAEL. Revised by J. E. MELHUSH, M.A. 1s. 6d. Translation by Rev. J. S. WATSON. 1s. Text only. Edited by J. F. MACMICHAEL. 1s. 6d.

INTERMEDIATE, 1898.

- Livy.** Book VI. Edited with Notes, Introduction, &c., by E. S. WEYMOUTH, M.A. and G. F. HAMILTON, B.A. Crown 8vo. 2s. 6d. Translation by E. S. WEYMOUTH, M.A. (Iond.). 1s.
- Horace.—The Satires and Epistles.** Edited by A. J. MACLEANE, M.A. 2s. Translation by A. HAMILTON BRYCE. 1s. Text complete. By A. J. MACLEANE, M.A. 1s. 6d.
- Herodotus.** Literally translated by the Rev. HENRY CARY, M.A. 3s. 6d.
- Lamb's Specimens of English Dramatic Poets of the Time of Elizabeth.** Crown 8vo. 3s. 6d.
- Notes on Shakespeare's King John.** By T. DUFF BARNETT, B.A. 1s.

B.A. 1898.

- Juvenal: Sixteen Satires (expurgated).** By HERMAN PRIOR, M.A., late Scholar of Trinity College, Oxford. 3s. 6d.
- Plato.—The Phædo.** With Notes, Critical and exegetical, and an Analysis. By WILHELM WAGNER, Ph.D. 9th edition. 5s. 6d.
- Æschylus.—Septem contra Thebas.** With Notes, by F. A. PALEY, M.A. 1s. 6d. Text only. Edited by F. A. PALEY, M.A. 2s.
- The Age of Milton.** By the Rev. J. H. B. MASTERMAN, M.A. With an Introduction, &c., by J. BASS MULLINGER, M.A. Crown 8vo. 3s. 6d.
- Johnson's Life of Dryden.** Edited by F. RYLAND, M.A. 2s. 6d.
- Johnson's Lives of Prior and Congreve.** Edited by F. RYLAND, M.A. 2s.
- Psychology: an Introductory Manual.** By F. RYLAND, M.A. Specially adapted for London Examinations. Seventh Edition, Revised and Enlarged. With List of Books for Students and Examination Papers. 4s. 6d.
- Ethics: an Introductory Manual for the use of University Students.** By F. RYLAND, M.A. With an Appendix containing Lists of Books recommended and Examination Questions. 3s. 6d.
- Logic: an Introductory Manual.** By F. RYLAND, M.A. 4s. 6d.

LONDON: GEORGE BELL & SONS, YORK STREET, COVENT GARDEN.

LONDON UNIVERSITY EXAMINATIONS.

Special Subjects, 1898.

All texts are annotated and contain full Introductions. The Vocabularies are in order of the Text, and are preceded by two series of Test Papers.

MATRICULATION.

For June, 1898.

Vergil.—Aeneid, Book I. TEXT, 1s. 6d. VOCABULARY, *Interleaved*, 1s. TRANSLATION, 1s. IN ONE VOL., 3s.

Vergil.—Aeneid, Book II. (Uniform with the above in price and arrangement of parts.)

Aeschylus.—Persae. TEXT (with Map), 3s. 6d. TRANSLATION, 1s. 6d. IN ONE VOL., 4s. 6d.

For January, 1899.

Ovid.—Metamorphoses XIII. INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY (in order of the Text), with TEST PAPERS, *Interleaved*, 1s. A CLOSE TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.

Ovid.—Metamorphoses XIV. (Uniform with the above in price and arrangement of parts.)

Xenophon.—Anabasis, Book IV. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, 1s. 6d.

INTER. ARTS, 1898.

Livy.—Book VI. TEXT, 3s. 6d. VOCABULARY, *Interleaved*, 1s. TRANSLATION, 2s. IN ONE VOL., 5s. 6d.

Horace.—Epistles. TEXT, 3s. 6d. VOCABULARY, *Interleaved*, 1s. TRANSLATION, 1s. 6d. IN ONE VOL., 5s. 6d.

Herodotus.—Book III. TEXT, 4s. 6d. VOCABULARY, *Interleaved*, 1s. TRANSLATION, 2s. IN ONE VOL., 6s. 6d.

History of England, 1485-1603. (*Vol. II. of the Intermediate Text-Book of English History.*) 4s. 6d.

History of English Literature, 1558-1660. (*Vol. II. of the Intermediate Text-Book of English Literature.*) 3s. 6d.

Chaucer.—Man of Lawes Tale. With the PROLOGUE to the CANTERBURY TALLS. INTRODUCTION, TEXT, NOTES, and GLOSSARY. 2s. 6d.

Spenser.—Faerie Queene, Book I. With INTRODUCTION, NOTES, and GLOSSARY. 2s. 6d.

Shakespeare.—King John. 2s.

Shakespeare.—The Tempest. 2s. (*For Hons.*)

Intermediate English Questions, 1898. 1s. 6d.

B.A., 1898.

Tacitus.—Histories, Book III. A TRANSLATION, with TEST PAPERS. 2s. 6d.

Juvenal.—Satires XI., XIII., XIV. 3s. 6d.

Juvenal.—Satires VIII., X.-XVI. A TRANSLATION, with TEST PAPERS. 2s. 6d.

History of Rome, 31 B.C. to 96 A.D. : The Early Principate. With TEST QUESTIONS. *Second Edition.* 2s. 6d.

Synopsis of Roman History, 14-96 A.D. *Interleaved.* 1s.

Plato.—Phaedo. 3s. 6d. A TRANSLATION, with TEST PAPERS. 2s. 6d.

Aeschylus.—Septem contra Thebas. 3s. 6d. A TRANSLATION, with TEST PAPERS. 2s. 6d.

History of Greece, 495 to 431 B.C. : The Making of Athens. With TEST QUESTIONS and Five Maps. 4s. 6d.

Synopsis of Grecian History, 495 to 404 B.C. With TEST QUESTIONS. *Interleaved.* 1s. 6d.

History of English Literature, 1558-1660. (*Being Vol. II. of the Intermediate Text-Book of English Literature.*) 3s. 6d.

Shakespeare.—King Lear. 2s.

History of England, 1603-1714. (*Being Vol. III. of the Intermediate Text-Book of English History.*) 4s. 6d.

LONDON : W. R. CLIVE,
UNIVERSITY CORRESPONDENCE COLLEGE PRESS.
WAREHOUSE : 13 BOOKSELLERS ROW, STRAND, W.C.

MACMILLAN & CO.'S NEW BOOKS.

Crown 8vo, 3s. 6d.
A History of Rome for Beginners, from the Foundation of the City to the Death of Augustus. By EVELYN S. SHUCKBURGH, M.A. Illustrated.

Crown 8vo, 3s. 6d.
Macmillan's Elementary Latin-English Dictionary of the Prose Writings of Caesar, Sallust, Nepos, Livy, Eutropius, and Portions of Cicero, and the Poems of Catullus, Vergil, Horace, Ovid, and Phaedrus. For use in Preparatory Schools and Junior Forms. By the Rev. G. H. NALL, M.A., Assistant-Master at Westminster School.

School Guardian.—"This is certainly the best 'Elementary' Latin and English Dictionary we have seen, and is admirably suited for use in preparatory schools and the senior forms of our public schools."

Fcap. 8vo, 6s.
The Wasps of Aristophanes. With Introduction, Metrical Analysis, Critical Notes, and Commentary by W. J. M. STARKIE, M.A., Fellow and Tutor of Trinity College, Dublin, &c. [*Classical Series.*]

Globe 8vo, 4s. 6d.
Physiography for Advanced Students. By A. T. SIMMONS, B.Sc. Lond., Associate of the Royal College of Science, London, Author of "Physiography for Beginners."

Nature.—"We believe that the book will admirably supply the need which must have been felt by teachers and students under the new conditions created by the revised syllabus."

Oblong, 3s. 6d. net.
Elementary Drawing. A Series of Practical Papers for Beginners. Written and Illustrated by ELIZABETH M. HALLOWELL.

Globe 8vo, 2s. 6d.
The Trigonometry of One Angle. By Rev. J. B. LOCK, M.A., Fellow and Bursar of Gonville and Caius College, Cambridge, formerly Master at Eton.

Globe 8vo, sewed, 1s.
The Courtship of Miles Standish. By HENRY W. LONGFELLOW. With Introduction, Notes, and Life by WILLIAM ELLIOT, B.A., St. John's College, Cambridge.

Globe 8vo, 3s. 6d.
A Three-Year Preparatory Course in French, covering all the requirements for admission to Universities, Colleges, and Schools of Science. By CHARLES F. KROEHL, A.M., Professor of Languages in Stevens Institute of Technology. First Year.

CAMBRIDGE LOCAL EXAMINATIONS, 1898.

Lamb.—Tales from Shakespeare. With Introduction by Rev. A. AINGER, LL.D., Canon of Bristol. 2s. 6d. net.

Shakespeare.—The Merchant of Venice. With Introduction and Notes. By K. DEIGHTON. 1s. 9d.

Macaulay.—Essay on Warren Hastings. With Introduction and Notes. By K. DEIGHTON. 2s. 6d.

Virgil.—Æneid, Book I. With Notes and Vocabulary. By Rev. A. S. WALFORD, M.A. 1s. 6d.

— **Book I.** With Notes and Vocabulary. By T. E. PAGE, M.A. 1s. 6d.

Cæsar.—De Bello Gallico. Books II. and III. With Notes and Vocabulary. By Rev. W. G. RUTHERFORD, M.A., LL.D. 1s. 6d.

Horace.—The Odes. Books II. and IV. With Notes and Vocabulary. By T. E. PAGE, M.A. 1s. 6d. each.

— Edited without Vocabulary. By T. E. PAGE, M.A. 2s. each. [*Classical Series.*]

Livy.—Book V. With Notes and Vocabulary. By M. ALFORD. 1s. 6d.

Tacitus.—The Histories. Books I. and II. Edited by A. D. GODLEY, M.A. 3s. 6d.

Xenophon.—Anabasis. Book III. With Notes and Vocabulary. By Rev. G. H. NALL, M.A. 1s. 6d.

Euripides.—Medea. With Notes and Vocabulary. By Rev. M. A. BAYFIELD, M.A. 1s. 6d.

— Edited by A. W. VERRALL, Litt.D. 2s. 6d.

Homer.—Iliad. Books I., IX., XI., XVI.-XXIV. The Story of Achilles. Edited by J. H. PRATT, M.A., and WALTER LEAF, Litt.D. 5s.

Plato.—Euthyphro, Apology, Crito, and Phædo. Translated by F. J. CHURCH. 2s. 6d. net.

Demosthenes.—Philippic I. and Olynthiacs I.-III. Edited by J. E. SANDYS, Litt.D. 5s.

Molière.—Le Bourgeois Gentilhomme. With Notes by L. M. MORIAERTY, B.A. 1s. 6d.

Lessing.—Minna von Barnhelm. Edited by Rev. C. MERK. 2s. 6d.

MACMILLAN & CO., LTD., ST. MARTIN'S STREET, LONDON, W.C.

Cambridge Local Examinations.

SPECIAL SUBJECTS FOR 1898.

"In mentioning certain editions of the subjects selected for Examination, THE SYNDICATE HAVE NO DESIRE TO EXCLUDE FROM USE OTHER EDITIONS which now exist or may hereafter be prepared."—Extract from the Regulations issued by the Syndicate.

The Latin and Greek Texts in the "University Tutorial Series" differ but very slightly from those issued by the Cambridge University Press in the "Pitt Press Series"; variant readings are given in the Notes if they in any way affect the sense and there is good authority for them.

CAESAR.—DE BELLO GALLICO II. Edited by A. H. ALLCROFT, M.A., and W. F. MASOM, M.A. Introduction, Text, and Notes. 1s. 6d. A Vocabulary. 1s.

CAESAR.—DE BELLO GALLICO III. Edited by A. H. ALLCROFT, M.A., and W. F. MASOM, M.A. (Uniform with the above in price and arrangement of parts.)

VERGIL.—ÆNEID, Book I. By A. H. ALLCROFT, M.A., and W. F. MASOM, M.A. Introduction, Text, and Notes. 1s. 6d. Vocabulary. 1s.

SHAKESPEARE.—MERCHANT OF VENICE. Edited, with Introduction and Notes, by Prof. W. J. ROFFE, D.Litt. 2s. This edition is recommended by Professor Dowden, Dr. Abbott, and Dr. Furnivall.

HORACE.—ODES, Book II. By A. H. ALLCROFT, M.A., and B. J. HAYES, M.A. Introduction, Text, and Notes. 1s. 6d. Vocabulary. 1s.

HORACE.—ODES, Book IV. Edited by A. H. ALLCROFT, M.A., and F. G. PLAISTOWE, M.A. (Uniform with the above in price and arrangement of parts.)

LIVY.—Book V. Edited by W. F. MASOM, M.A., and A. H. ALLCROFT, M.A. Introduction, Text, and Notes. 2s. 6d. A Vocabulary. 1s.

TACITUS.—HISTORIES, Book I. Edited by F. G. PLAISTOWE, M.A., and H. J. MAIDMENT, M.A. Introduction, Text, and Notes. 3s. 6d. Vocabulary. 1s.

LATIN GRAMMAR, THE TUTORIAL. By B. J. HAYES, M.A., and W. F. MASOM, M.A. Second Edition. 3s. 6d.

LATIN GRAMMAR, EXERCISES AND TEST QUESTIONS ON THE TUTORIAL. 1s. 6d. Key, 2s. 6d. net.

LATIN COMPOSITION and Syntax. By A. H. ALLCROFT, M.A. Oxon., and J. H. HAYDON, M.A. Camb. and Lond. Fourth Edition. 2s. 6d.

LATIN READER, THE TUTORIAL. 2s. 6d.

ROME, THE TUTORIAL HISTORY OF. (To 14 A.D.) By A. H. ALLCROFT, M.A. Oxon., and W. F. MASOM, M.A. Lond. With Maps and Index. Second Edition. 3s. 6d.

ROME, A HISTORY OF, from 31 B.C. to 96 A.D.: The Early Principate. By A. H. ALLCROFT, M.A. Oxon., and J. H. HAYDON, M.A. Lond. and Camb. Second Edition. 2s. 6d.

THE ENGLISH LANGUAGE: Its History and Structure. By W. H. Low, M.A. Lond. Fourth Edition, revised. 3s. 6d.

FRENCH ACCIDENCE, THE TUTORIAL. By ERNEST WEEKLEY, M.A. Lond. With Exercises. 3s. 6d.

FRENCH SYNTAX, THE TUTORIAL. By ERNEST WEEKLEY, M.A. Lond., and A. J. WYATT, M.A. Lond. and Camb. With Exercises. 3s. 6d.

FRENCH PROSE READER. Edited by S. BARLET, B.ès Sc., and W. F. MASOM, M.A. Third Edition. 2s. 6d.

ALGEBRA, THE INTERMEDIATE. By WILLIAM BRIGGS, M.A., LL.B., F.R.A.S., and G. H. BRYAN, Sc.D., M.A., F.R.S. Based on the *Algebra* of Radhakrishnan. 3s. 6d.

EUCLID.—Books I-IV. By RUPERT DEAKIN, M.A. Lond. and Oxon., Headmaster of Stourbridge Grammar School. 2s. 6d.

HYDROSTATICS, AN ELEMENTARY TEXT-BOOK OF. With Examples and Answers. By WILLIAM BRIGGS, M.A., F.C.S., F.R.A.S., and G. H. BRYAN, Sc.D., M.A., F.R.S. Second Edition. 2s.

MECHANICS, AN ELEMENTARY TEXT-BOOK OF. With Examples, Examination Papers, and Answers. By WILLIAM BRIGGS, M.A., LL.B., F.C.S., F.R.A.S., and G. H. BRYAN, Sc.D., M.A., F.R.S. Second Edition. 3s. 6d.

TRIGONOMETRY, THE TUTORIAL. By WILLIAM BRIGGS, M.A., LL.B., F.R.A.S., and G. H. BRYAN, Sc.D., M.A., F.R.S. 3s. 6d.

CHEMISTRY, THE TUTORIAL. By G. H. BAILEY, D.Sc. Lond., Ph.D. Heidelberg, Lecturer in Chemistry in the Victoria University. Edited by WILLIAM BRIGGS, M.A., F.C.S. Part I. Non-Metals. 3s. 6d. Part II. Metals. 3s. 6d. [In the press.]

Complete Catalogue of over 450 Books specially adapted for London University Examinations, including Special Subjects for 1898 and 1899, free on Application.

London: W. B. OLIVE, University Correspondence College Press.
Warehouse: 13 Booksellers Row, Strand, W.C.

THE JOURNAL OF EDUCATION.

A MONTHLY RECORD AND REVIEW.

SCALE FOR ADVERTISEMENTS.

PUBLISHERS' ANNOUNCEMENTS—		£.	s.	d.
Whole Page	...	5	10	0
Half Page	...	3	0	0
Quarter Page	...	1	15	0
Per Inch in Column	...	0	8	0

PREPAID RATES FOR SCHOOL ANNOUNCEMENTS—

Scholarships, Official Notices, &c.—6d. per line; minimum charge, 5s.
Situations Vacant and Engagements Wanted.—30 words for 2s.; each 10 words after, 6d.
Lectures, Classes, Non-Resident Engagements, &c.—48 words for 3s.; each 8 words after, 6d.
[These minimum charges do not include a copy of paper.]

An extra fee of ONE SHILLING is charged on advertisements with OFFICE ADDRESS. Date of publication of next issue will be found at top left-hand corner of front page. [Advertisers are reminded that "Letters addressed to INITIALS or to FICTITIOUS NAMES at Post Offices are not taken in, but are sent at once to the Returned Letter Office."] All Letters respecting Advertisements and Subscriptions should be addressed—

"THE PUBLISHER," JOURNAL OF EDUCATION OFFICE, 86 FLEET STREET, LONDON, E.C. Money and Postal Orders, on the Post Office, Ludgate Circus, E.C., should be made payable to WILLIAM RICE; Orders and Cheques may be crossed, "City Bank, Ludgate Branch." Postage Stamps can only be received at the rate of thirteen to the shilling.

If a receipt is required for an advertisement under 10s., a postcard or a stamped envelope must be enclosed.

Notice must be given of all remittances through the Post Office from abroad, stating full name and address of the sender; and all Foreign Money Orders should be "crossed."

American subscribers may conveniently remit through Mr. C. W. BARDEEN, 406 South Franklin Street, Syracuse, New York; or Messrs. E. L. KELLOGG & Co. 61 East 9th Street, New York.

LONDON: WILLIAM RICE, 86 FLEET STREET, E.C.

GIRLS' HIGH SCHOOLS: THEIR AIMS, HOURS, AND CURRICULUM.*

By F. STORR.

I HAD intended to discourse to you to-day on a Women's University—a subject very much to the front at present, and one to which I had devoted some attention; but then came last Saturday's Conference at the Society of Arts, which gave me my heart's desire, but sent leanness withal into my soul. It took the bread out of my mouth. Queen Anne is dead, and this generation at least will hear nothing more of a Women's University.

In my perplexity I sought counsel of my daughters. Like the patriarch Job and Harold Skimpole, I am blessed with them. I will not, like the former, trouble you with their names, nor, like the latter, with their perfections. It is sufficient to inform you that all of them have been high-school girls. "Tell me, my children," I said to them, "what your poor old father is to talk about at the Winchester High School." And the eldest made answer: "Whatever you do, my father, do not quote Kingsley's 'Be good, sweet maid, and let who will be clever.' I heard it quoted at six successive prize-givings, and it ended by making me feel quite naughty." I turned to the second, and her counsel was no less wise, but also of a negative nature—"Do not, like our last prize-giver, talk of the pleasure of looking down on a rippling sea of pretty hats with pretty faces peeping underneath them. The faces may have been indifferent pretty, but the hats were hideous." I turned to the third as my last resource, and besought her to give me some positive suggestion. She rose to the occasion—"Tell them, Papa, not to be *schooly*." "Davus sum, non (Edipus," and I can only transmit to you in its bare simplicity that oracular message, and bid you ponder on its deep significance.

I must depend on my own resources, and give you a few stray thoughts on high schools—thoughts that have been borne home to me in the course of many years in my capacity as a governor, a parent, an examiner, and a teacher.

The high school system is the creation of the last quarter of a century, and it is marvellous how in that short space of time it has taken firm root, spread all over the kingdom, and either

* An address delivered at the Annual Meeting of the Winchester High School, December 11.

killed off noxious growths or forced them to avoid extirpation by help of mimicry. This silent revolution—a social no less than an educational revolution—has been brought about not indeed without a struggle, not without heroic efforts on the part of the leaders—of Miss Shirreff, Miss Buss, Miss Clough, the saints in our calendar; of Mrs. William Grey, and Miss Emily Davies, who are still among us—but it has been a bloodless revolution; it has left no heartburnings; there are no Jacobites to trouble this women's commonwealth; there is no fear of a Tory reaction.

The fear, rather, is that it has been too successful. The present state of girls' schools is so indisputably superior to the past that there is a danger lest we should rest upon our oars. Our primary education is of shorter duration than that of any other civilized country; our intermediate education is still chaotic; we have fewer University students in proportion to the population than either France or Germany; in technical education we are still to seek; but in the higher education of women England is the envy and admiration of other countries. The good is the enemy of the better (if I may invert a French proverb), and there is a distinct danger lest we should be content with what we have already achieved, as though we had already attained the goal.

In an excellent volume of essays on "Teaching and Organization," edited by Mr. Barnett (my own part in it is so insignificant that I may venture to praise it), not the least excellent essay is that of Mrs. Sandford, on "Organization and Curricula in Girls' Schools." The text prefixed to the essay is, "Be on your guard against imperfect achievement,"—the very text that I should have liked to choose for my sermon, but a text which it seems to me is not so well suited to Mrs. Sandford's panegyrical exposition of the high-school system. Let me justify my cavil by joining issue with Mrs. Sandford on a single point. She tells us that the arrangement of hours now universal in all high schools is five mornings in a week of class-teaching, each morning consisting of five lessons of three quarters of an hour each, the afternoons being devoted to accomplishments, extras, and preparation. And she argues from the universality of this time-table—I happen to know of a good many exceptions to the rule—that it is the best of all possible systems in the best of all possible worlds. Now it seems to me that this time-table is so far from being ideally the best that could be devised, that it rather needs an apology, and can only be justified as the best makeshift possible under the circumstances; that, instead of singing a song of Deborah, Mrs. Sandford should rather exclaim with downcast eyes, like Dido:

Res dura et regni novitas me talia cogunt—

My poverty and not my will consents to this half loaf that is better than no bread. That it may be the best under existing social conditions I am not prepared to dispute. Of this Mrs. Sandford is a far better judge than I can pretend to be. But this I do say—neither Plato, nor Sir Thomas More, nor Bacon, nor Sir Walter Besant, nor Artemas Ward, nor Mr. Wells, not the most visionary philosopher or the most extravagant romancer, would have conceived such a time-table, except as the parody of a Laputan academy. What do the doctors and physiologists say to it? Ask Sir Crichton Browne, or read Dr. Clement Dukes' essay in the same volume. What would Mr. Frederick Walker or Mr. Eve say to a proposal for a similar time-table in St. Paul's School or University College School? True, we must cut our coat, or petticoat, according to our cloth, but that is no reason for pretending that the dressmaker by her skill and contrivance can make as much out of half a yard as a tailor can out of a whole yard. If in the past she has seemed to do so, if girls have held their own in the local class-lists against boys, this is because of the superior skill of the new dressmakers, and the bungling of us ancient tailors. Mistresses have been to some extent trained, masters are still wholly untrained. Girls' schools have not been shackled by traditionary methods or hide-bound by an obsolete routine. They have been free to take the gold and leave the dross of the renaissance. They have occupied a virgin soil; they have imported the best and newest machinery. But they cannot reckon on this advantage as a permanence, and, if they are to hold their own in the class-lists (to put it on the lowest grounds), they will have to adopt a more rational time-table—a time-table which makes provision for play as well as work, which allows intervals of relaxation, which does not cram all the teaching into three or four consecutive hours.

I have dwelt, perhaps, too long on a point of machinery, but it is in my judgment a very important point. What appears to Mrs. Sandford a crowning merit of high schools appears to me a signal defect. Parents, Mrs. Sandford tells us, are all perfectly contented, and neither ask nor wish for more. Well, if I am the single solitary malcontent parent, I wish to ventilate my grievance, and agitate for a reform which I think every teacher would welcome if she thought it possible.

But, whether the machinery be perfect or not, the educational edifice, we are told, stands four-square to all the winds that blow, founded on the corner-stones of religious principle, physical training, solid instruction, and parental co-operation. This is a proud boast, but I believe it in the main to be a true boast, though, not being a headmistress, I should not have dared to pronounce so undeserved and unqualified an encomium on the architecture whose full merits the occupant or tenant alone can know and appreciate. Yet it is well that even the headmistress of a high school, as she drives her triumphal car, should have a slave behind her to remind her that she is mortal. And such a Mentor comes opportunely in the person of Miss Janet Hogarth, who, in the current *Fortnightly Review*, gives incidentally her impression of high-school education. These impressions, I confess, seem to me one-sided and partial, if not prejudiced, and I can only conclude that the high-school girls with whom Miss Hogarth has been brought into contact were exceptionally bad specimens of their kind—that they certainly did not hail from Winchester. For Miss Hogarth is not one of your female Gigadibs, who "writes stately for *Fraser's Magazine*," but can speak as one having authority. Now, Miss Hogarth tells us that there is a growing dissatisfaction with high-school methods. The world is slowly waking up to the fact that there is something rotten in the state of Denmark. "What other results can be expected from a system ingeniously contrived to develop just those faculties of ready assimilation and mechanical reproduction in which the feminine mind is strongest, whilst neglecting to cultivate the independent judgment and thorough grasp of one fact before proceeding on to another, in which it is notoriously weak? Yet this, with its multiplicity of subjects, is the inevitable outcome of the high-school curriculum. How many schools, for instance, expect any written work but the copying out of practically dictated notes? How many insist upon home reading? They cannot, of course, when ten subjects are being taught in time which would barely allow of five. The consequence is that, if the high-school girl proceeds to the University, the first of her three years is wasted in learning what she ought to have learnt at school, 'the way how to learn.'"

This is, indeed, a grave indictment. This goodly edifice, this temple of learning, with its polished corner-stones, is pronounced jerry building, founded upon the sand, and winnowed by every wind that blows. Your first impulse is to accept Mrs. Sandford's certificate as that of the professional who knows, and puff away Miss Hogarth's censure as that of the irresponsible amateur reviewer. But the proverb bids us learn of an enemy, and second thoughts suggest that there may be some grounds for Miss Hogarth's criticism; that, however unfair and overcharged, it is not on the face of it spiteful and malignant; that this fair house which we have grown to love as our home, none the less because we had part in the planning, is still capable of improvement, and may need setting in order.

Of the details of a high-school curriculum I have not sufficient experience to speak with authority, nor is this a fitting occasion to discuss them, but I may without presumption attempt to commend to you two or three general principles, and leave the application of them to those whom it immediately concerns. It may be dangerous doctrine to preach, but truth compels me to premise, that it is comparatively a matter of indifference what is taught if it is taught by the right methods and with the right aims. Even the unreformed grammar schools, with what Milton called their asinine feast of sow-thistles, their undiluted Latin and Greek, turned out, under Mulcaster and Busby, Keate and Samuel Butler, sound thinkers and vigorous men of action. It is a bad workman who blames his tools, and she who sweeps a room well may, as George Herbert tells us, be doing divine work. The workman may not blame his tools, but the master is not only blameworthy, but foolish, who does not provide the best tools and machinery he can.

The first principle I would lay down is: *The fewer subjects taught the better.* This is, of course, a paradox, and I hope

no one will think of pressing it to justify that most pernicious practice, which I fear is creeping from boys' schools into girls' schools, the practice of specialization, during the last year, in a single subject in view of a scholarship. But, as applied generally to the modern programme of schools, few will dispute its pertinence. In a high school which I examined a year or two ago, I had to set for the highest form papers in English literature, physiography, physiology, domestic economy, and the laws of health. What could result from such an *olla podrida* but nausea or indigestion? Fortunately, the former is more common than the latter. A puling infant is in a healthier state than a boa-constrictor who has swallowed his blanket. The Committee of Fifteen, consisting of all the best heads in the American school world, laid down the law that no subject should be taught in schools to which an integral portion of time (at least three lessons a week) was not devoted. How such an ordinance would revolutionize our time-tables! When I hear the claims advanced of geography and *Erkunde*, of ancient history and *Weltgeschichte*, of science and natural science, of Greek and Italian, and half-a-dozen other claimants, I repeat to myself the wise words of an obscure philosopher: "Magna, immo maxima, pars sapientiæ est quædam æquo animo nescire velle." If for grown men ignorance is bliss, *a fortiori* is this so for the growing intellect; and when an indignant parent writes to the *Times* to complain that after four years of schooling his daughter did not know the height of Cotopaxi, or the date of the foundation of Rome, or the name of the Emperor of China, I should feel as a mistress that my withers were unwrung. If, on the other hand, he reported that the girl could not write an intelligent letter or follow an argument, that she thought all history dull and all poetry rubbish, that she preferred Drummond to Darwin and Marie Corelli to George Eliot, I should, indeed, be inclined to tear my back hair and confess myself a miserable sinner.

My second principle is wholly unparadoxical, and for that very reason likely to be all the more hotly disputed. It is that *knowledge is sexless*; that there should be no distinction on the ground of sex in the *ordinary* curricula of boys' and girls' schools. I emphasize the word "ordinary," for it goes without saying that the technical instruction which should follow on the secondary school course must be differentiated to suit, the different avocations and requirements of the two sexes. The brother may proceed to the school of mines or engineering, the sister to the school of cookery or nursing, but this difference does not affect the school proper.

We may assume *a priori* that men's and women's brains differ both in quantity and quality; but wherein the qualitative difference consists no physiologist has yet been found to tell us, still less has any serious psychologist pretended to draw up dual schemes of study to suit this difference. We used to be told that girls had no faculty for the higher scholarship, that they might be good at modern languages, which needed mainly the parrot-like power of imitation, but could not breathe the keener air of Latin and Greek. Miss Ramsay came out Senior Classic, and that prejudice was pricked. Next it was said that in literature women might hold their own, but that in abstract science and the highest mathematics they were all to seek. That prejudice was exploded by Miss Fawcett's Senior Wrangler-ship. And so on, and so on. Moreover I would point out that these inferences from women's supposed inferiority are double-edged. Let us, for the sake of argument, admit that women are naturally less logical than men. Is this a reason for not teaching women logic? Is it not rather a reason for trying to supplement by art the defects of Nature? Is it not Mr. Ruskin who says: "Lads should be bidden to be tender and modest, and lasses should be bidden to be brave and strong"?

But there is another and more insidious objection. It comes from those who pose as the special friends and patrons of women's education. "We do not," these gentlemen tell us, "for an instant pretend that your sex is intellectually inferior; we want you to receive as good and thorough a training as men; all we stipulate for is, that it shall not be identical. What a dull, flat, and unprofitable world it would be if men and women were brought up on the same plane, read the same books, talked the same shop, and became mentally indistinguishable! We object to this mixed education on the same ground as we object to rational costume."

The answer to this specious plea seems to be very plain. If it be the fact that Nature has differentiated mentally no less than physically the two sexes, we need be under no appre-

hension that by any artificial diet or forcing of ours we should obliterate or obscure this natural distinction. We do not turn horses into asses by feeding them upon thistles, nor will asses win the Derby, though fed on the best of oats.

And, on the other side, what overwhelming arguments there are in favour of a common culture! What better basis of *camaraderie* between brothers and sisters, male and female cousins and friends, than common studies, a common stock of literary jokes, anecdotes, sentiments, ideas! Some of you will remember, in Macaulay's "Life," the picture of a happy family thus educated. How often have I heard mothers regretting that they had not learnt a little Latin or a little Euclid in their youth, that so they might have helped their young hopefuls over the difficulties of Delectus or the "Asses' Bridge"!

Nor would analogy lead us to anticipate this dismal uniformity. In English poetry and history and fiction, studies now pursued in common, we can still detect sexual differences of taste and sentiment. To give a single instance, I never yet met a woman who appreciated the beauty of Chaucer's "Patient Griseld" or the humour of Sterne's "Mrs. Shandy."

When I said that no serious attempt had been made at sexualizing studies, I was not forgetting the last *Quarterly Review*; but, in spite of the braggadocio airs with which the challenge is there accepted, I must decline to accept my antagonist as serious. "While learning Greek and Latin is found by experience to provide an unequalled literary training for young men, a methodical study of living languages naturally takes its place in the case of young women." Again: "It is quite undesirable that the higher mathematics should play any such part in female as they play in male education." On the other hand, there is one subject, and one only, for which women show a greater aptitude than men—I defy you to guess it, if you have not read the article—it is the study of art. I must decline to discuss these *ipse dixit*'s of an anonymous reviewer with their question-begging epithets "undesirable," "natural." And, if I might hazard a conjecture, I should guess the reviewer to be a University Professor of Art who has found the women do better than the men in his own particular subject.

My third and last principle is, that *the secondary curriculum should prepare for the higher curriculum, and be framed with this express object*. Stated thus broadly, this seems a self-evident proposition, almost a platitude; but, when we come to apply it to the particular case, and translate it into "The work of the high school is to prepare for the University," it is like to prove not the least contentious of my three theses. This, I shall be told, is the old heresy of the public-school master. You are bidding us sacrifice the majority for the sake of the *élite*—a vicious proceeding in the case of boys' schools, and still more inexcusable in the case of girls' schools, since not one per cent. of high-school girls can hope to attain to the University.

A very natural objection, though, as I shall hope to show, it rests on a misunderstanding. I fancy I detect a broad grin on the faces of one or two old friends who know me, at the ludicrous notion of my defending myself against the attacks of a dummy antagonist who accuses me of aristocratic tendencies and of bolstering up the traditions of our ancient public schools. Let me at once distinguish. Nothing, in my opinion, can be worse than what I may call for the sake of brevity the present racing stable system—the picking out of clever boys and giving them a special training to win this or that scholarship. Fortunately, or unfortunately, girls' scholarships are so rare that high schools are at present hardly exposed to a similar temptation.

On the other hand, it is a powerful incentive, and a stimulus of the best kind both for mistresses and pupils, to have in prospect some further goal. As a modern-school master I feel most acutely how much my pupils suffer from the consciousness that, whatever their attainments in modern languages, there is no scholastic future beyond. In a well-ordered commonwealth it is the Universities that should fix the highest standard of learning, and I hold that not only the high-school mistress, but even the village-school master, should keep this standard in view as the ulterior, if not the immediate, goal of his pupils. And, with the broadened curriculum of our reformed Universities, there is no danger of school studies being forced into one or two particular channels.

Greek is the only lion in the path, and, though this seems a terrible monster to many clever girls, yet when it is faced it proves a very Bottom—in a lion's skin. A young friend of mine, not particularly clever, and with no aptitude for languages,

did not know her Greek alphabet in January, and passed her Oxford Responsions in June. Let us hope that this scarecrow will shortly disappear; meanwhile I sincerely hope that high schools will not, for the sake of the few, add another language to Latin, French, and German. Let them by all means, if so minded, substitute Greek for one of them.

The Universities should fix the standard of learning, but I am inclined to doubt whether eventually they will be considered the best machinery for gauging the learning of the country, at least in the preliminary stages. Their Local Examinations have undoubtedly performed a great national service in supplying a quasi-public test of good work, and so indirectly discrediting those academies for young gentlemen and finishing schools for young ladies whose stock in trade was "potatoes, poultry, prunes, and prisms, Shakespeare, and the musical glasses." On the other hand, there can be no question that these examinations do lend themselves to cram of the worst sort; that this pitting of school against school (though the Universities try to discourage it) is not a healthy form of competition; and, finally, that young University dons, with no experience of the kind of schools which enter, are not the best persons who could be chosen for the very delicate task of weighing growing brains. When I add that the numbers entering make *ziva voce* an impossibility, these Local Examinations, at least in the eyes of foreign educationists, will stand self-condemned.

Co-education is one thing, competition is another, and the more we can reduce competition the better I shall be pleased. It was necessary that women should enter the lists, and prove that they could hold their own against the men; but, now that they have done this, and shown that they are capable of profiting by the highest education, I for one should be quite content with separate class-lists for men and women. I have no desire to pit one sex against another. All I demand is *carrière ouverte aux talents*, whether male or female. Let there be no artificial barrier. Leave Nature to determine for what profession women are fitted, and do not settle it beforehand by the high *a priori* road of male logic.

To resume: University education is only profitable for the *élite* of either sex, for those pupils who have either exceptional capacities or well-to-do parents. But my hope is that the proportion of women proceeding to the Universities will steadily rise, though for various reasons it can never quite equal that of men. But, whether the proportion be small or great, it is the bounden duty of the high school to prepare for the University.

I had meant to add something on the question how far should higher education take account of the special function of the sex and prepare girls for the duties and responsibilities of motherhood; but this is a delicate subject for a man to treat, and it has been so admirably treated in a recent address by Mrs. Henry Sidgwick* that I need only refer you to it.

I have the pleasure of knowing intimately a good number of past and present Somerville and Newnham students, both married and unmarried. So far from University life unfitting them for home duties or making them discontented with home, I have found them, almost without exception, not only intellectually the brightest, but the handiest, the helpfulest, the serviceablest members of the family.

I began by breaking a lance, or, if that is an ungallant phrase, pulling a Christmas cracker, with Mrs. Sandford. Let me end by expressing my assent and consent to her proposition that religion is, and should be, the chief corner-stone of the high-school system. It has realized, as far as anything human can realize, Mr. M. Arnold's ideal for the State. The State, he told us, should be of the religion of all its children without the fanaticism of any single section. Elementary education has been the unhappy battlefield of rival sects and parties. God grant that the struggle may not spread to our secondary schools! You are at peace from such wranglings, you are brought up in the fear of the Lord, taught to seek the truth, knowing that the truth will make you free, to admire all that is noble in history, all that is inspiring in poetry, all that is beautiful in art; to realize your highest selves, not for the sake of self-culture alone, but that so you may better serve others.

O fortunate nimium sua si bona norint!

Happy high school girls! You may think this platform

* "The Place of University Teaching in the Life of Women."—*Transactions of the Women's Institute*, No. 1.

rhetoric, you may sometimes vote your lessons dull and your teachers bores, you may find now and again (as the Harrow poet sings):

Mistrust in y your spirits vex,
And total want of confidence in x ;

but believe an old man who, comparing your education with the education of the women of his generation, pronounces you thrice and four times happy, and, if with the fear of his daughters before his eyes he dared venture on a tag of poetry, would say to you, "Gather ye rosebuds while ye may." Lest any should apply Herrick's next line to myself, I will add not a word.

SECONDARY EDUCATION IN 1897.

IT would be something more than a holiday task to chronicle all that has been well said or worthily written on secondary education during the year, and all that can here be attempted is a brief summary of leading events. From 1896 we brought forward the "prospect of immediate legislation," and the resolution of the Headmasters' Conference, carried by 33 votes to 9 (notwithstanding Mr. Selwyn's vision of a little girl with a County Council certificate demanding admission to Uppingham) "that the organization of secondary education is a matter of pressing necessity, and the Government should be urged to deal with the question in the next session of Parliament." And early in January the weighty and sympathetic speech of the Duke of Devonshire to the Association of Headmasters appeared to justify the inference that he carried the draft of a measure in his pocket. However, 1897 has come and gone, and the Bill is still prospective. But the year, barren of legislative effort, has been prolific in utterances and publications bearing upon the subject. Fortunately it is unnecessary, even if it were practicable, to summarize the transactions of various associations, such as the Incorporated Headmasters, Teachers' Guild, Directors of Secondary and Technical Education, Assistant-Masters, and the like. All these bodies, if they have not succeeded in educating public opinion, have, at least, it may be assumed, done something of the sort among their own members. And they were all represented on the influential Joint Committee for the Promotion of Secondary Education Legislation, which issued its findings just before the beginning of January. To a large extent, therefore, the report of that Committee may be regarded as indicating, for general purposes, the views of the various associations represented upon it. In brief, the Joint Committee was unanimously in favour of: (1) The constitution of the central authority as proposed by the Royal Commission; (2) the creation of local authorities in every county or county borough by scheme submitted by the County or County-Borough Council to the central authority, persons possessing educational experience to be adequately represented on the local authority; (3) registration of teachers on the lines of the Bill of 1896.

The question of delimitation between primary and secondary schools was discussed, but no definite recommendation proposed. Everybody is agreed as to the necessity of a central authority, and everybody, except, perhaps, the Private Schools' Association, would probably subscribe to the plan of its constitution proposed by the Royal Commission. The constitution of the local authority and the area over which it would have jurisdiction as suggested by the Joint Committee may also be regarded as generally acceptable to all but the important interests represented by School Boards and non-county boroughs.

The registration of teachers, as Mr. Storr said at the Special Conference of the Teachers' Guild on January 14, has been among the foremost objects of the Guild from its foundation. And the weight of professional opinion is in favour of the general principles laid down in Sir John Gorst's Bill, which that organization accepts; and, if delimitation be practicable, the proposal of the Headmasters' Association differentiating between higher primary schools, designed solely for continuative elementary school work, and schools providing curricula adapted for professional, scientific, mercantile, and higher industrial requirements, affords a reasonable basis for a settlement. During the year two important Conferences were held dealing with prospective legislation. The academic discussions of the Oxford

Conference in 1893 demonstrated the necessity for the full and impartial inquiry of the Royal Commission. The Conference convened by the University of Cambridge in 1896 was a national gathering, and dealt appropriately with the issues raised by the Commissioners' Report; and it was agreed to welcome the passing of a measure in general accordance with their recommendations. The Conferences held by the Victoria University and the University of Durham, last year, on July 10 and November 13 respectively, were of special interest as reflecting provincial opinion. Both Conferences covered more or less the same ground. The resolutions relating to the central authority were practically identical, except that in Manchester precedence was given to the question of the local authority. As to the area of the local authority, both Conferences pronounced in favour of something not less than the administrative county or county borough. As to "constitution," there were certain differences of opinion between the two Conferences. Victoria adopted the recommendation of the Joint Committee, frankly admitting that the majority on the authority must consist of members of the County Council, a minority being persons nominated by the Crown, acting through the Minister of Education, and a fixed proportion representing Universities, University colleges, associations of teachers, or other educational bodies within the district; while in county boroughs a due representation of School Boards was not to be forgotten. But this local authority, it was resolved, should "act independently of the County Council." The Durham Conference on this question was much more vague, and consequently much less satisfactory. It was content to contemplate the necessity of some local body upon which professional interests should be adequately represented, and further suggested that it need not be any existing authority.

Joint Committees under the Welsh Intermediate Education Act, 1889, are not required to submit their proceedings to the County Council for approval, and the Technical Education Act, 1889, provides for the delegation of all powers, except that of raising a rate or borrowing money, to a committee consisting wholly or partly of the members of a local authority. Consequently the proviso in the resolution passed at the Victoria Conference, in favour of a committee independent of the County Council, may be regarded as within the range of practical politics. At the same time, while no doubt the administrative machinery of a County Council might to some extent hamper the work of an Education Committee, there is much to be said for facing with confidence, and without reserve, the ultimate responsibility of the duly constituted local authorities. If our system of local government—now ten years old—is to accomplish the object for which it was created, it must be trusted; it is not to be regarded as an "alien intrusive power in the community," but as summing up and representing, not thwarting, the actions of individuals. It is not a question of party or interest, but of public policy. "The real preliminary to an effective system of popular education," wrote Matthew Arnold thirty years ago, "is to provide the country with an effective municipal organization. . . . Modern societies need a civil organization which is modern." Again, referring to the relation of the State to secondary education in Prussia, Switzerland, and Italy, he wrote: "In all these countries the idea of a sound civil organization of modern society has been found to involve the idea of an organization of secondary and superior instruction by public authority, by the State."

On the problem of delimitation and grading of schools neither Victoria nor Durham offers any effective solution, and it is probably not one of those questions which can be profitably considered independently of the particular circumstances of different areas.

Of more than passing interest were the deliberations of those who met at Oxford early in May to consider the training of secondary school teachers. Another Joint Committee is dealing with this subject, and its report will probably be issued before this review appears.

The month of May was also notable for the publication of the Report of the Committee to inquire into the distribution of Science and Art Grants. The brief subsequent history of what appeared to be the most important, as it was certainly the most perplexing, recommendation is somewhat diverting. The recommendation was to recognize in counties and county boroughs in England organizations for the promotion of secondary education. "Here," it was said, is South Kensington, "magnifying itself into a central authority for secondary educa-

tion, anticipating legislation by proposing to recognize local authorities." Questions were asked and diplomatically answered in the House of Commons: the Lord President received protests and deputations. In October the "Directory" appeared with a modified version of the original recommendation. Light was still wanting as to what this presumptive organization for secondary education might be. Voluntary representative committees, constituted in the interests of co-ordination, were suggested, and some said it was proposed to recognize the associations formed to allocate the special aid grant to voluntary schools; others, again, the local association of the National Union of Teachers. Meanwhile, Technical Education Committees of County Councils notified their willingness to be responsible for science and art instruction within their areas, and applied for recognition. In December those interested in the subject were told that the only part of secondary education of which the Department has cognizance is technical education as defined by the Technical Instruction Act, 1889, and that the organization for the promotion of that portion of secondary education referred to in Clause VII. is therefore an organization generally acceptable to the various educational authorities of the district for the promotion of that portion of secondary education thus defined.

June 15th to 18th witnessed the International Congress on Technical Education organized by the Society of Arts. While it can scarcely be regarded as an effective, much less an epoch-marking, gathering, the Congress brought together a great body of raw material, which is a permanent and certainly interesting addition to educational literature. The "Special Reports on Educational Subjects, 1896-7," issued by Mr. M. E. Sadler, in July, not only more than justified the creation of the office to which he was called, but carried with it the assurance that, if in the future we erred in our educational measures, it will not be from lack of precise knowledge.

The Congress on "Educational Subjects of Imperial Interest" at the Victorian Era Exhibition was not particularly effective, and failed, apparently, to attract any considerable or representative numbers of people. In this connexion the little handbook, edited by the Countess of Warwick, and containing many interesting contributions from interesting people—more particularly "Introductory Notes on Educational Progress in England and Wales during the Queen's reign," from the pen of Mr. Sadler—must be mentioned. Of exceptional importance to the progress of higher education was the report of the Treasury Committee, issued in July, on the local University colleges. Those who are best acquainted with the valuable work of these institutions recognize the thoroughness and impartiality with which the Committee discharged their task.

The report (issued late in 1896) on a visit to Germany with a view of ascertaining the recent progress of technical education, by Sir Philip Magnus and others who were members of the Royal Commission on Technical Education, together with the report of the deputation of the Manchester City Council on technical schools and institutions in Germany and Austria, are both useful contributions to what may be called the "made in Germany" problem. It cannot be too frequently reiterated that "Germany owes her industrial success to her system of scientific training in schools and colleges, and to the close fellowship which exists between her factories and her schools."

But, as Sir John Gorst reiterated at Bristol, on the 23rd ult., the two obstacles to our progress in technical education are the extremely backward condition of our elementary education and the want of organization in the provisions of secondary education itself. The Manchester deputation was surprised at the standard of general education possessed by students in German technical schools. Of those in attendance at the Berlin Municipal Higher Weaving School, 95 per cent. possessed the leaving certificate of the first class of the *Realschule*, which ranks with the best class of our secondary schools." Sir John Gorst did not foreshadow legislative possibilities except perhaps in saying: "There was nothing to prevent Technical Instruction Committees becoming thoroughly representative and real organizations," which, with the Duke of Devonshire's utterance, in October, at Darlington, before us, is a sufficient indication of the official intention respecting the local authority. But it is the central, rather than the local, authority which professional interest regards with anxiety, and which will probably make the difficulties. "The essential starting point in any sound movement towards the reform of secondary education," said

Dr. Fearon at the Headmasters' Conference, on December 22, "is the central authority." We begin 1898 in the hope that this point, and some others, may be satisfactorily determined before the end of the year.

THE YEAR OF REJOICING.

AN ODE TO THE EMPRESS MOTHER.

IN REMEMBRANCE OF 1897.

MOTHER of Empires, and thy people's Mother !
 On whom is laid the burden, day and night,
 Of sacrificing to the public right
 Thy private pleasure,
 Not hoarding for thyself the soft delight
 Of home's sweet secrecy and sacred leisure !
 For God and People still with all thy might
 Giving to state-craft in ungrudging measure
 Thought, labour, care, as in the Master's sight,
 Teaching thy many folk to serve each other !
 Thou art not of the fools who squander amiss
 On many a passing gaud the eternal treasure,
 Or snatch at glory, fashioned for another.
 Thou never wittingly hast swerved athwart
 The straight and kingly path where walk the just !
 In thee the many million toilers trust,
 Pathetically patient ; miners swart,
 Or pale-faced women in their workroom pent,
 Who make the heirlooms for our moth and rust
 And, choked with fur or lead, may die for this ;
 And all the thousand other folk content
 To do the rough work of this troublesome life
 For bare subsistence, who, amid the strife,
 Not weeping their own sorrows, yet are seen
 With tears of joy to sing : " God save the Queen ! "
 Thou too hast toiled with many a toil unknown,
 When work has been
 A weary effort offered up alone
 Through hours that held thee at thy task, apart,
 When children's voices in their play-time must
 Have echoed often through thy longing heart !
 Nor hast thou once aside the burden thrust
 With indolent hand. God bless thee, and to-day
 Give thee a joy for which the lowliest pray—
 The presence of those dearest who are gone,
 His presence, who, before Death took him away
 And led him higher, ever up and on,
 Was thy first love, and is thy last love too,
 Who crowned thy womanhood with passionate bliss
 And held thee to thine own brave purpose true !
 He is not far, perhaps ; perchance he knows
 And, through the triumph, feels, the simple things
 That touch the loving souls of queens and kings
 As well as subjects—sympathies that come,
 As sunlight from the sun's heart comes and goes,
 Out of the heart of God who is our Home.
 Let others sing aloud in epic strain
 The outward splendours of thy peaceful reign ;
 Thy manifold sway,
 The governance of fair and dusky nations
 Who, through the round world, dream of thee, their mother,
 And, by the swift electric undulations
 Of mystic ether, weave all lands in one
 To send thee, ere the year go on its way,
 Their salutations !
 Let others sing
 Of ships majestic and a world-wide mart,
 A growing knowledge, a reviving art,
 Ease, bought by drudgery that's nobly done,
 And miracles of science !—I will wake
 With homelier note, and many a pause and break,
 Like birds that twitter on with fluttered wing,
 A song of how thy love had power to make
 Thy hearth a kingdom's hearthstone, pure and good,
 Whither the homeless look, thy mother-throne,
 The last hope of the hopeless and alone,
 Save God Himself and His redeeming rood !

My song shall whisper of thy gentle life,
 Uplifting manners, humanizing laws
 To higher ideals ! Thou, as mother, wife,
 And woman, hast made strong the cause
 Of many a trampled virtue, and withstood
 Powers in high places with corruption rife,
 Hast deepened hope of civic brotherhood
 And found among both rich and poor thy friends,
 Giving to both alike with equal hand
 A sympathy that felt, in either lot,
 Sorrows and joys they only understand
 Who know where love is and where love is not.
 And yet a cloud the sky's wide banner rends !
 Long has the East been making angry moan,
 While we, self-centred, stolid, blind to our fault,
 Deepened the shadow on our country's name.
 By love to thee at last made quick with shame,
 Let us with agony of effort assault
 The barriers we have built, and seek to atone
 For our past sin, and win thee back thine own—
 That loyal trust in thine all-conquering fame
 Which burned in India's heart, a mystic flame
 On alien altars, full of hidden power !
 We dare not lose it, dare not count in vain
 The dauntless story of a terrible past
 That buried men and women in its grave,
 A story written with the blood and toil
 Of Indian heroes, England's youth and flower—
 Of men whose lives enriched a far-off soil
 And, when our folly left a ghastly stain
 On history's page, did yet for us regain
 The adverse day, and by their death and pain
 Blot out the blot.
 Ah, let it not be said,
 Delhi was far,* and careless folk forgot !
 God save our India !
 Ay, and may God save
 A nearer treasure that away we cast,
 A treasure fashioned for adventure brave—
 Even Ireland's love, her love whose sons have bled
 For thee and thine, nor ever grudged the cost,
 Where on the field there fell the heroic dead,
 Strong in their faith to country, God, and thee !
 Love yet will conquer, Love that still must be
 Steadfast in patience and a wise reserve,
 Content in humble guise to wait and serve.
 And thou, our Empress Queen, hast lived to see
 Vast changes wrought by Love. Thou, who hast kept
 A steward's watch for all thy kingdom's weal,
 Discerning in what men call idle chance
 Or secular work, God's sacred mandate seal,
 The daily miracle of circumstance,
 Much that may be
 Of infinite future still to hurt or heal, . . .
 Thou, as a servant waiting on His hand
 Withdrawn awhile (as Mary's self might stand
 With Lazarus dead), thou, brave in self-control,
 Hast seen thy Kingdom-church awake from trance,
 Till through the slumbrous eyes looked forth a soul,
 Cast off the charnel-clothes in which she slept,
 And trembling, stumbling, through all error advance
 Into the service of the sad and poor.
 Victoria ! victorious in love,
 Who sixty years, while others laughed or wept,
 Hast worked for us and held thy way above
 All petty aims, the Master's will to prove,
 When thou didst pass our great cathedral door,
 Then in the church that is to many a home,
 A quiet roof-tree from the city's heat,
 Resounded through the over-arching dome,
 Named after Paul, a citizen and free,
 A nation's thanks to God who gave us thee ;
 And countless hearts that quick with loyalty beat,
 There dimly learned how Love's own will is done,
 Through thee, the Empress, and the lowliest one
 Of all thy subjects, who the dust has swept

* *Delhi dur ust*, an allusion to a native proverb.

From some poor crossing, serving like St. Paul
With hand-wrought-labour, if, while work enthral,
Love's law of liberty unbroken be
And no self-seeking on the service fall.

We, who obey thee, know that thou hast stood,
Through long years of courageous womanhood,
Thyself obedient to the Lord of all;
As handmaids watch their mistress, three-score years,
Through sorrow and joy and cares and hopes and fears,
Looking to Him who tends the sparrow's brood
And in the desert gave the people food,
The Love with whom there is no great nor small,
And who invested thee with love of all,
In lifelong service for thy people's good!

ANNIE MATHESON.

PUBLICATIONS RECEIVED.

- AL-BATAI PRINTING OFFICE (Egypt).—A Collection of Modern Egyptian Proverbs, made and translated by Joseph Hanki. With an Introduction by Major R. H. Brown.
- EDWARD ARNOLD.—Caesar's Gallic War. Books VI. and VII. Edited by M. T. Tatham, M.A. With Map, Plans, and Illustrations. Price 1s. 6d.—Electrical Traction. By Ernest Wilson, Whit. Sch., M.I.E.E. Price 5s.—Poems by William Wordsworth: a Selection. Edited by Edward Dowden. Price 5s. 6d.
- G. W. BACON & Co.—Mistakes in Teaching. By James L. Hughes. With Special Preface by the Rev. Canon Evan David.
- GEORGE BELL & SONS.—Thomas Carlyle: the Hero as Divinity. With Introduction and Notes by Mark Hunter, M.A.—The Campaign of Sedan: the Downfall of the Second Empire. By George Hooper. With Map and Plans. Price 3s. 6d.—Reviews and Essays in English Literature. By the Rev. Duncan C. Tovey, M.A. Price 5s. net.
- ADAM & CHARLES BLACK.—Handbook to Christian and Ecclesiastical Rome. By H. M. and M. A. R. T. Part I. The Christian Monuments of Rome. Price 7s. 6d. Part II. The Liturgy in Rome: Feasts and Functions of the Church, the Ceremonies of Holy Week. Price 5s.
- BLACKIE & SON.—The Raleigh Handbooks of English History. Standard VI. The Reign of Queen Victoria. With Maps. Price 4d.—England and the Reformation. By G. W. Powers, M.A. Price 1s.—The Merchant of Venice. Edited by H. L. Withers. Price 1s. 6d.
- WILLIAM BLACKWOOD & SONS.—The Greek Anthology. By Lord Neaves.—Plato. By Clifton W. Collins, M.A.
- CAMBRIDGE UNIVERSITY PRESS.—The Smaller Cambridge Bible for Schools: The Books of Ezra and Nehemiah. With Map, Introduction, and Notes. By Herbert Edward Ryle, D.D. Price 1s.—Two Essays on William Pitt, Earl of Chatham. By Thomas Babington Macaulay. Edited, with Introduction and Notes, by Arthur D. Innes, M.A. Price 2s. 6d.—T. Macci Plauti Trinummus. With Introduction and Notes by J. H. Gray, M.A. Price 3s. 6d.—The Parallel History of the Jewish Monarchy. Printed in the Text of the Revised Version, 1885. Part I. The Reigns of David and Solomon, arranged by R. Somervell, M.A. With an Introduction reprinted from "The Literature of the Old Testament." By S. R. Driver, D.D. Price 2s.—Solutions of the Exercises in Taylor's Euclid, Books VI., XI. By W. W. Taylor, M.A. Price 6s.
- CASSILL & Co.—Cassell's Magazine for December. Price 6d.
- CATHOLIC TRUTH SOCIETY.—The Holy Gospel According to St. Luke. With Introduction and Notes by the Right Rev. Monsignor Ward. Price 2s. 6d.
- W. & R. CHAMBERS.—Chambers's Biographical Dictionary: The Great of All Times and Nations. Edited by David Patrick, LL.D., and Francis Hudes Groomer. Price 10s. 6d.—Wallace and Bruce: Heroes of Scotland. By Mary Cochrane, LL.A. Illustrated. Price 1s.—William Shakespeare: The Story of his Life and Times. By Evan J. Cuthbertson. Illustrated. Price 1s.
- CHAPMAN & HALL.—Notes on Carpentry and Joinery. Fully Illustrated with over 300 Diagrams. By Thomas Jay Evans. Vol. I. First Stage, or Elementary Course. Price 7s. 6d.
- CHARLES & DIBBLE.—Froebel's Theory and Practice: Containing Four Chief Principles of Education, and an Explanation of the Kindergarten Gifts and Occupations. By Eleonore Heerwart.—Favourite Games Cantata. For Girls' Voices in Union. Words by the late Alice M. Pugh. Music composed by Ernest A. Dicks, F.R.C.O.
- JAMES CLARKE & Co.—The Baptist Hand-Book for 1898. Price 2s.
- ARCHIBALD CONSTABLE & Co.—Lectures on the Principles of Local Government. Delivered at the London School of Economics, Lent Term, 1897. By George Laurence Gomme, F.S.A. Price 1s.—Sir Henry Wotton: a Biographical Sketch. By Adolphus William Ward. Price 3s. 6d.—The Pupils of Peter the Great: a History of the Russian Court and Empire from 1697 to 1740. By R. Nisbet Bain. Price 15s. net.
- J. CURVEN & SONS.—The Speaking Voice: its Development and Preservation. By Mrs. Emil Behnke.
- DEAN & SON.—The Little One's Own Reciter. Compiled by Maud Dean. Price 6d. Dean's Child's Reciter. Compiled by Maud Dean. Price 6d.
- L. N. FOWLER & Co.—A Manual of Mental Science for Teachers and Students; or, Childhood: Its Character and Culture. By Jessie A. Fowler. Illustrated. Price 4s.
- JAMES GALT & Co.—Text-Book of Historical and Geographical Terms and Definitions. By John Oswald. Price 1s.
- GARDNER, DARTON, & Co.—In Double Harness. By Ernest A. Newton. Price 1s.
- GINN & Co. (Boston).—Famous Problems of Elementary Geometry. By Wooster Woodfull Beman and David Eugene Smith.
- HAZELL, WATSON, & VINEY.—Hazell's Annual for 1898. Edited by W. Palmer, B.A.
- JOHN HEYWOOD.—Calvert's Mechanics' Almanac and Workshop Companion. Compiled and Edited by Joseph Nasmyth, M.I.Mech.E. Price 4d.
- HODDER & STOUGHTON.—The Lost Gold of the Montezumas: a Story of the Alamo. By William O. Stoddard. Price 5s.—In Strange Quarters: a Story of Constantinople. By Edwin Hodder. Price 5s.—Chirrupee. Written by E. Boyd Bayly. Price 1s.
- W. & A. K. JOHNSTON.—Illustrations of Historical Celebrities: William Shakespeare. Price 3s. 6d.
- LONGMANS, GREEN, & Co.—A Child's History of Ireland. By P. W. Joyce, LL.D. Price 3s. 6d.—Games Without Music for Children. By Lois Bates. Price 2s.—The Origin and Growth of Plato's Logic, with an Account of Plato's Style, and of the Chronology of his Writings. By Wincenty Lutoslawski. Price 21s.
- MACMILLAN & Co.—Social and Ethical Interpretations in Mental Development: A Study in Social Psychology. By James Mark Baldwin. Price 10s. net.—A Three-Year Preparatory Course in French, covering all the Requirements for Admission to Universities, Colleges, and Schools of Science. By Charles F. Kroeh, A.M. First Year. Price 3s. 6d.—The Century Magazine for December. Price 1s. 4d.—St. Nicholas for December. Price 1s.—The Holy Bible, containing the Old and New Testaments, to which is prefixed an Introduction by J. W. Mackail. Vol. III., 1. Kings to Esther. Price 5s.—Aucassin and Nicolette: an Old-French Love Story. Edited and Translated by Francis William Bourdillon, M.A. Second Edition. The Text collated afresh with the Manuscript at Paris. The Translation revised and the Introduction re-written. Price 7s. 6d.—Practical Dressmaking for Students and Technical Classes. By Mrs. J. Broughton. Price 2s. 6d.—On Heroes, Hero-Worship, and the Heroic in History. By Thomas Carlyle. Edited, with Notes and Introduction, by Mrs. Annie Russell Marble, A.M. Price 4s. 6d.—The Wasps of Aristophanes. With Introduction, Metrical Analysis, Critical Notes, and Commentary. By W. J. M. Starkie, M.A. Price 6s.—The American Journal of Philology.—Highways and Byways in Devon and Cornwall. By Arthur H. Norway. With Illustrations by Joseph Pennell and Hugh Thomson. Price 6s.—Singing Verses for Children. Words by Lydia Avery Coonley. Pictures by Alice Kellgig Tyler. Music by Eleanor Smith, Jessie L. Gaynor, Frederick W. Root, and Frank H. Atkinson, jun. Price 8s. 6d. net.—The Economic Journal for December. Price 5s. net.—Guesses at Truth. By Two Brothers. Price 5s.—The Holy Bible, containing the Old and New Testaments. To which is prefixed an Introduction by J. W. Mackail. Vol. IV., Job to the Song of Solomon. Price 5s.
- METHUEN & Co.—The Beginnings of English Christianity. With special reference to the Coming of St. Augustine. By William Edward Collins, M.A. Price 3s. 6d.—The Odyssey of Homer. Translated by J. G. Cordery, C.S.I. Price 7s. 6d.—Voices Academicæ. By C. Grant Robertson, M.A. With a Frontispiece by J. M. G. Robertson. Price 3s. 6d.—The Wallpurg in London. By G. E. Farrow. Illustrated by Alan Wright. Price 3s. 6d.
- THOMAS NELSON & SONS.—Brave Men and Brave Deeds; or, Famous Stories from European History. By M. B. Syngé. With Sixteen Illustrations. Price 2s. 6d.—Partners: A School Story. By H. F. Gethen. Price 2s. 6d.—A Book about Shakespeare. Written for Young People. By J. N. M'Ilwraith. Price 2s.
- JAMES NISBET & Co.—English History for Children. By Mrs. Frederick Boas. With Twenty Full-Page Illustrations. Price 2s. 6d.
- D. NUTT.—Selections from Sir Thomas Malory's Morte D'Arthur. Edited, with Introduction, Notes, and Glossary, by William Edward Mead, Ph.D. Price 4s. 6d. net.
- OXFORD UNIVERSITY PRESS.—The Odes of Keats. With Notes and Analyses and a Memoir. By Arthur C. Downer, M.A. With Illustrations. Price 3s. 6d. net.
- JAMES PARKER & Co.—Are the Writings of Dionysius the Areopagite Genuine? By Rev. John Parker, M.A. Price 1s.
- GEORGE PHILIP & SON.—The Reign of Queen Anne: a Phase in the Revolutionary Settlement of Great Britain. By Margaret A. Kollseton. With Portrait and Seven Maps, and an Introduction by the Hon. E. Lyulph Stanley. Price 1s. 6d.
- SIR ISAAC PITMAN & SONS.—Pitman's Manual of Business Training. Parts 1 and 2. Price 12d. each.
- J. E. C. POTTER (Stamford).—A School Prayer Book. With Selections from the Psalms, arranged for Daily Reading. By the Rev. D. J. J. Barnard, M.A., LL.D.
- G. P. PUTNAM'S SONS.—The Cid Campeador and the Waning of the Crescent in the West. By H. Butler Clarke, M.A. With Illustrations from Drawings by Don Santiago Arcos. Price 5s.—The Protestant Faith; or, Salvation by Belief. By Dwight Hinckley Olmstead. Third Edition. With an Introduction on the Limitations of Thought. Price 3s. 6d. net.
- RELFE BROTHERS.—Short French Examination Papers in Grammar and Idiomatic Sentences. By H. R. Ladell, M.A., F.R.G.S. Price 2s. 6d. Relfe Brothers' Easy Intermediate Tests in Arithmetic. Price 6d.
- RELIGIOUS TRACT SOCIETY.—A Cluster of Roses. By Sarah Doudney. Price 3d.—The Charming Cora. By Ida Lemon. Price 3d.—The Leisure Hour. Price 6d.—The Boy's Sunday Monthly. Price 1d.—The Sunday at Home. Price 6d.—Friendly Greetings. Price 4d.—The Boy's Own Paper. Price 6d.—The Girl's Own Paper. Price 6d.—The Cottager and Artisan. Price 1d.—Light in the Home. Price 1d.—Our Little Dots. Price 1d.—The Child's Companion. Price 1d.
- F. E. ROBINSON.—Selections from the British Satirists. With an Introductory Essay by Cecil Headlam. Price 6s.
- ROXBURGH PRESS, THE.—"Gladys in Grammarland." By Audrey Mayhew Allen. Illustrated by Claudine. Price 3s. 6d.
- SMITH, ELDER, & Co.—Deeds that have Won the Empire: Historic Battle Scenes. By the Rev. W. H. Fitchett. With Portraits and Plans. Price 6s.
- SWAN SONNENSCHIEIN & Co.—Dictionary of Quotations (Classical). With Authors and Subjects Indexes. By Thomas Benfield Harbottle. Price 7s. 6d.—A Run Round the Empire: Being the Log of Two Young People who Circumnavigated the Globe. Written out by their Father, Alex Hill, M.A., M.D. With 42 Illustrations. Price 3s. 6d.—Greek Vases: Historical and Descriptive. With some brief Notices of Vases in the Museum of the Louvre, and a Selection from Vases in the British Museum. By Susan Horner. With a Prefatory Note by Dr. A. S. Murray.—A Welsh Grammar for Schools. Based on the Principles and Requirements of the Grammatical Society. By E. Anwyl, M.A. (Parallel Grammar Series).—Introduction to the Study of Organic Chemistry. A Text-Book for Students in the Universities and Technical Schools. By John Wade, B.Sc. Price 7s. 6d.
- ELLIOTT STOCK.—Combinations in Restraint of Trade. By George Edward Turner. Price 1d.
- UNIVERSITY CORRESPONDENCE COLLEGE PRESS.—A Higher Latin Reader. Edited by H. J. Maidment, M.A., and T. R. Mills, M.A. Price 3s. 6d.—The London University Guide for the Year 1897-8. (Gratis.)
- T. FISHER UNWIN.—Good Reading About Many Books, Mostly by their Authors.—Leisure Hours in the Study. By James Mackinnon, Ph.D. Price 6s.—The Lesbia of Catullus. Arranged and Translated by J. H. A. Tremineere. Price 6s.
- WARD, LOCK, & Co.—The Letter-Writer for Ladies and Gentlemen. Price 1d.
- WESTMINSTER SCHOOL BOOK DEPOT.—School Organization, Hygiene, and Discipline. Fourth Edition, with additional chapter on School Ethics. By Joseph H. Cowham.
- WHITTAKER & Co.—Distinguenda. By A. P. S. Newman. Price 1s.—New Grammatical French Course. In Three Parts. With Questions and Exercises. By Albert Barrère. Vol. I., Parts 1 and 2, price 1s.; Vol. II., Part 3, price 2s.
- WILLIAMS & NORGATE.—Daily Record of My Physical and Intellectual Development. Price 6d.

AN EXPERIMENT IN LATIN VERSE.

During one of our wars with China some Sikhs and a private of the Buffs fell into the hands of the Chinese. They were brought before the authorities, and commanded to perform the *kotou*. The Sikhs obeyed, but the English soldier, declaring that he would not prostrate himself before any Chinaman alive, was immediately knocked on the head.—*Extract from "The Times."*

"THE PRIVATE OF THE BUFFS."

Last night, among his fellow roughs,
He jested, quaffed, and swore ;
A drunken private of the Buffs,
Who never looked before.
To-day, beneath the foeman's frown,
He stands in Elgin's place,
Ambassador from Britain's crown,
And type of all her race.

Poor, reckless, rude, low-born, untaught,
Bewildered, and alone,
A heart, with English instinct fraught,
He yet can call his own.
Ay, tear his body limb from limb,
Bring cord, or axe, or flame :
He only knows, that not through *him*
Shall England come to shame.

Far Kentish hop-fields round him seemed,
Like dreams, to come and go ;
Bright leagues of cherry-blossom gleamed,
One sheet of living snow ;
The smoke, above his father's door,
In gray soft eddyings hung :
Must he then watch it rise no more,
Doomed by himself, so young ?

Yes, honour calls !—with strength like steel
He put the vision by ;
Let dusky Indians whine and kneel ;
An English lad must die.
And thus, with eyes that would not shrink,
With knee to man unbent,
Unflinching on its dreadful brink,
To his red grave he went.

Vain, mightiest fleets, of iron framed ;
Vain, those all-shattering guns ;
Unless proud England keep, untamed,
The strong heart of her sons.
So, let his name through England ring—
A man of mean estate,
Who died, as firm as Sparta's king,
Because his soul was great.

SIR FRANCIS HASTINGS DOYLE.

Bello Punico primo aliquot Mauri perfugae cum milite quodam gregario e legione tertia, a Carthaginiensibus capti, magistratum ad pedes se provolvere iuventur. Provolverunt Mauri ; Romanus recusat : nolle se Poeni cuiuslibet genua amplecti : quo dicto statim obtruncatur.—*Auctor Incertus.*

"MILES GREGARIUS."

Hic here cum sociis potabat nocte protervis,
Impia permiscens verba levesque iocos,
Tertia quem legio plenum ridebat Iacchi,
Crastina securum quid ferat hora caput :
Idem hodie torvi vultu non territus hostis
Asserit en partes, Regule magne, tuas,
Et, velut a Patribus veniat Populoque Quirini,
Exemplum generis stat specimenque sui.

Rusticus est et egens, praeceps, rudis, ortus ab ima
Plebe, neque attonito fert comes ullus opem ;
Sed cor stirpis habet pollens virtute Latinae ;
Est aliquid, iuris quod putet esse sui.
I nunc, dilania, si vis, huic membra ; securim
Stringe ; necem laqueo, Poene, vel igne para ;
"Delinquent alii ; mihi," dicit, "inurere nullam
Ausoniae certum est per mea facta notam."

Vitibus implicitas ulmos Latiumque remotum,
Ut solet in somnis, ire redire videt ;
Rura videt late pomorum candida flore,
Ceu nive continua ver operiret hiemps ;
Vertice pendentem molli pallescere fumum
Et patrios infra sentit adesse lares ;
"Ergo," ait, "hic surget nec nos spectabimus umquam?
Dedam ego me, vernat dum vigor, ipse neci?"

"At, quocumque pudor vocat, ibimus," addit, et acre
Durior invicta somnia mente fugat :
"Maure niger, lacrima genibusque advolvere Poenis ;
Roma, tuam prolem malle perire decet."
Non hominem supplex venerari sustinet ullum ;
Omnibus opponit lumina recta minis ;
Perstat in incepto, quamvis mors dira propinquet,
Funera non timidus sanguinolenta pati.

Quid validae prosunt rostris et robore classes,
Aut aries, nil non quo feriente ruit,
Mascula Romuleae si corda propaginis umquam
Mollitie frangi Roma superba sinet ?
Hunc igitur sonet Urbs iuvenem, sonet Italia tellus,
Quamlibet exigua re tenuique domo :
Non Lacedaemonius rex fortius occidit olim ;
Huic animi tantam vim sua Roma dedit.

H. W. M.

Shrewsbury, September, 1897.

REVIEWS AND MINOR NOTICES.

Memoir of Anne J. Clough. By her niece, BLANCHE ATHENA CLOUGH. (Edward Arnold.)

The "Memoir of Anne Jemima Clough," late Principal of Newnham College, written by her niece, is the history of a movement, and the portrait of a woman—so closely woven together that it seems perverse to attempt to separate them. As a deeply interesting study of human nature, however, the portrait of the woman will for many of us stand out in such relief that the movement will resolve itself into a mere background—useful as showing off the central figure, but not commanding any close attention. Indeed, many will possibly skip the middle of the book, which deals more exclusively with the movement for the higher education of women, and confine themselves to the remarkable fragment of diary at the beginning—the *journal intime* we must call it, for want of a better phrase—that reveals the soul of the girl ; and the portrait of the woman as she appeared in later years to those who knew her, which occupies the latter half of the volume.

The fragmentary diary, written at the age of eighteen to twenty-three, has that force that comes of an individuality so

intense that it seems to strike through the words deep into one's sympathy—the same quality that in a higher degree has immortalized the writings of Saint Augustine—or, to take a very different example, the diary of that egoistical young person Marie Bashkirtseff. The individuality is so strong that it seems to make itself felt, not by the help of the words, but in spite of them.

The diary reveals a spirit refreshing, even bracing, in its indomitableness, and a vehement, almost fierce, determination to make the best of her life for the sake of others.

"If I might choose, I would ask God to give me a long life, so as I might spend it well ; I am determined to do my best."

To this end she submits herself to a severe and relentless scrutiny and moral flagellation. She has no mercy on her faults—no excuse for them—they must and shall be rooted out. The diary for the most part consists of an account of her moral and mental progress, criticisms, quaintly candid, of her faults, with now and then something of her aims in life, her aspirations and thoughts about things in general.

Sometimes a general remark at the end of an entry sums up her self-criticisms for the day. These are often quaintly laconic—as when, after giving an account of the day's work

(Euclid, Greek, and German), she ends up with "want of exertion and too cross." "Have given way to a great deal of conceit and swaggering feelings and ways," she remarks at the end of another entry. And once, after relating a somewhat equivocal answer she gave to the question, Was she a Whig or a Tory? she ends up with: "In short, I am a great liar." "Rather lazy about my prayers," she says again. "Let my head get too full of German and other things."

Occasionally she reviews a week, or even a longer period of time, and comments on it. "Last week was certainly spent very badly. Well, we are going away on Tuesday; I must watch myself very closely for fear I get even more wrong." And, again, "One third of the year is gone. I must try to spend the next better. I have got a great deal of indolence to conquer, vacancy of mind, bad thoughts of various kinds, thinking too much of myself and all I do."

Once or twice there is a note of self-approval—as when, after deploring her contemptuous rude manners, she remarks complacently: "I believe suspicion and jealousy have been pretty nearly eradicated. I have also learnt to endure superiority without envy." "On the whole, last week was a moderate one," she reflects on another occasion. "Did my work pretty regularly." But she immediately tempers her approval. "The worst thing that has grown in me," she goes on, "is a wild boastful feeling that would lead me to give way to a great deal of wildness if I had the opportunity and did not try to keep myself in. Yes, I am sure it would lead to a great deal of wickedness. I am getting proud and self-satisfied too."

A delightful spirit of determination to get the better of these enemies to progress bursts through at times. After confessing to "proud swaggering thoughts" ("show-off thoughts" she calls them elsewhere), she ends: "This won't do. All these wild fancies must be quelled. And so they shall, or I am ruined." And there is a tinge of pathos in the following: "I am fickle and changeable as the wind. But I wish to do right, so I hope I shall manage it in time."

Besides these intense self-searchings and slashings at her faults, the fragmentary diary (all too short!) is full of original and shrewd observations, with now and then a vein of true poetic feeling. One, at least, seems to me to express very aptly the spirit of her later life.

"It seems to me," she says, "that to be quiet and to be active, or rather to be quietly active, constantly going on with untiring energy, and yet so softly as scarcely to be perceptible, this seems to me to be an approach towards perfection." Certainly a quiet activity was characteristic of her whole life. We hear of no rushing about in search of important fields for her energies, no fuss, no talk. Wherever she was she found work outside her own door, and put her whole soul into it. That the welfare of her own sex lay nearest her heart is apparent though every page of the book. But her sympathies were too wide, her affection too large, to limit themselves within any range.

It is interesting, after reading these utterances of the ardent and determined young spirit, to turn to the portrait of the woman in later years. In this part her biographer has had a more difficult task to perform than in the early part of the book, where her subject more or less reveals herself. She has little or no material in the way of letters, and has had to depend for outside help on scraps of reminiscences from those who knew her. She brings to her task, however, the sympathy and insight born of long and affectionate intercourse, and the result is a delightful portrait of an interesting and lovable character. Her difficulty is the greater inasmuch as the most striking characteristic of her subject was that indescribable power to attract affection, that indefinable "charm" which is to the human character what expression is to the human face, and which is as difficult to catch and convey in words as the latter is difficult to catch and commit to canvas. If one attempts to localize it in Miss Clough, one gathers that it lay chiefly in her extraordinary sympathy with individuals—her power of rapidly getting in touch with those about her, so that she identified herself with the minutest interests of their lives, as if they were her own—but also in the impulses and foibles of an intensely feminine nature.

Those who have been accustomed to associate with the movement for the higher education of women so-called "advanced" views, talk of women's rights, and, generally speaking, emulation of manly ways, will be surprised at this aspect of one

of the leading spirits of the movement. She was, indeed, so devoid of anything that could be characterized as masculine in appearance, manner, or nature, that she might very well have been taken for a typical old-fashioned woman of the last century. It was, in fact, mainly owing to her feminine qualities of tact and discretion that she steered the college (which she liked to think of as a ship) through the ticklish bit of water that surrounded it in its infancy, when, launched almost in the middle of the University, she observed of all observers, any want of circumspection might have wrecked it on the rock of public opinion. She showed at the same time an audacity in acting promptly on the impulse of the moment, quite regardless of established rules and conventions, that was eminently feminine, and worthy of Queen Elizabeth.

As for her work, she was truly humble, and, if she regards its results from other spheres, probably thinks she had little to do with its success. That she found her happiness in it, and in great measure realized the aims of her life, one gathers from the following:—

"She herself looked upon it" (the starting of Newnham College) "as the fulfilment of her desires, and once said to a friend who was impatient for happiness, 'I had to wait for mine till I was fifty.'"

"Heroes of the Nations."—*Hannibal, and the Crisis of the Struggle between Carthage and Rome.* By WILLIAM O'CONNOR MORRIS. (Putnam's Sons.)

This is a very readable account of the great Carthaginian. Judge Morris is a practical writer of military history, and has a wide acquaintance with it. He abounds in illustrations drawn from things new and old, and his parallels are usually apt though sometimes open to question (e.g., Austerlitz and the Trebia). He tells his story clearly and with a spirit that never flags, even in the weary years between Cannæ and the Metaurus. He is an ardent hero-worshipper, and he has a twofold object of worship, the heroic man and the heroic city which proved more than a match for him. He has made large use, not only of Mommsen, Arnold, and Mr. Bosworth Smith, but of the latest writers, Colonel Hennebert and Colonel Dodge. At the same time, he gives copious references to Polybius and Livy, and often quotes the passages in full.

The fluency of his style leads him sometimes into repetitions, especially in denunciation of the Carthaginian people and government. After all, men do not gather figs of thistles, and there is some incongruity between the praise bestowed on the Barca family and the unsparing blame of the stock from which they came. "One story is good till another is told," and, unfortunately, we are never likely to get the Carthaginian version of the Punic Wars. The evidence often leaves much to be desired, but the Scotch verdict of "not proven" finds little favour with Mr. Morris. He is unhesitating, alike in blame and praise. Many critics, from Mahabral to Napoleon, have thought that Hannibal did not make the most of his victory at Cannæ: "this judgment is a complete mistake; the military and political genius of Hannibal was conspicuously seen in his resolve not to assail Rome directly, even after Cannæ." It is one thing to say that, no doubt, Hannibal knew what he was about; it is another thing to pronounce magisterially on the question, and to say, "so Hannibal reasoned," as though one had just risen from the perusal of his dispatches. Elsewhere there is a mention of "one of those marches which we cannot trace, but the ability of which cannot be questioned."

There is the same want of caution in other things. Colonel Hennebert has argued ingeniously, but far from conclusively, that the *ξφος* of Appian ("acetum" of Livy) was something of the nature of nitro-glycerine. Our author adopts this idea, and says that Hannibal's army, for its passage of the Alps, "was probably furnished with an explosive of great power, resembling, it has been thought, the dynamite of this day." A little later he says that Turin "fell to a siege conducted with great vigour, and followed by an assault, after the explosion of an enormous mine." For the details he refers to Hennebert, who, in the absence of any particulars, has reconstructed the siege from his own imagination, and concludes that the walls were probably undermined. Hennebert, however, says nothing about an explosion. It is in the highest degree improbable that, if the use of explosives for blasting and mining had been once acquired, it should ever have been lost again, or have failed to play a prominent part in ancient sieges. At all events the passage in

Livy is a narrow basis to build such an assumption on. Unwieldy stones are even now sometimes broken up by lighting fires round them, and turpentine or petroleum might be used to make the fires burn more fiercely.

On the vexed question of the site of the Battle of Cannæ Mr. Morris decides for the left bank of the Aufidus. Here he is in accord with Mommsen and others, but he is far from doing justice to the arguments of Mr. Strachan Davidson for the right bank. These arguments have been lately reinforced by Sir Edward Fry (*English Historical Review*, October, 1897). Mr. Morris believes that the Romans fronted east and the Carthaginians west: "no doubt Polybius and Livy say they did front south and north; but Polybius (III. 114) and Livy (XXII. 46) concur in asserting that they had an equal share of sunlight; and as, bearing in mind the time required to effect the passage of the Aufidus, and to place the two armies in line, the battle could hardly have begun before one or two p.m., this almost proves they fronted east and west." But it was the *rising* sun, according to Polybius, that was harmless to both alike, for the very reason (as he says) that they fronted south and north. It may be added that in the plan given opposite page 172 the Romans are made to front north-east, in which case they would not have had the south-east wind in their faces, as Livy says they had. The statements of Polybius are so clear and definite, and hang so well together, that it would take a good deal to justify the setting them aside.

There seem to be few misprints, but "Kiepert" is spelt "Keippert" (pages 15, 16), and "Mylæ" "Mylos" (page 57), and Colonel Hennebert's name is given two superfluous accents throughout. The map of central Italy has been reduced so much as to be illegible.

"Foreign Statesmen."—*William the Silent*. By FREDERIC HARRISON. (Macmillan.)

As an historical biography this book is highly to be commended, for it sets out the character and achievements of the Prince of Orange, and the place that he occupies in history, with much force and not less brightness of expression. It would have been impossible to have so well portrayed the man and his work in a short volume if an attempt had been made to treat the Prince's career with any minuteness of detail, and to trace the changeful course of his negotiations with foreign powers; and Mr. Harrison has wisely been content to indicate in general terms the extent and ever-shifting direction of William's diplomatic labours, and to explain why he was forced continually to be scheming for fresh alliances, and often to propose or accept terms that must have been distasteful to him. It may be that the portrait of the Prince that he has given us would have gained something if it had had a little more background; if the picture had included a sketch of the social and religious condition of the Netherlands, of the constitutional position of the Provinces, and the leading characteristics of their nobles and people. As it is, the Prince's figure appears rather too much by itself. Still it stands out well, and a very striking figure it is. Not a skilful military leader, nor a man who delighted in war, William had in the highest degree the highest kind of courage: he was never daunted by defeat or troubled by the knowledge of impending danger. That he was a statesman of consummate ability is proved by the work that he accomplished in the face of extraordinary difficulties. It was not accomplished, for the most part, by methods that he would willingly have chosen; indeed, the secret of his success lay not merely in his unconquerable resolution, but in his perception of what was of vital importance and his readiness to let everything else go in order that he might obtain it. He set himself to free the Netherlands from the civil and religious tyranny of the foreign oppressor, and counted everything as of slight importance in comparison with this one great object. Though, as a petty sovereign and a noble of ancient lineage, he had no leanings towards democracy, he severed himself from the party of the nobles so soon as he was thoroughly convinced that they would not join him in open resistance to Spain, and resolutely took the tremendous step of rebellion. Knowing perfectly well the despicable character of the Duke of Anjou, he encumbered himself with that mischievous and disloyal debauchee because he believed that a titular sovereign was necessary as a bond of union between the Provinces, and that they needed the French alliance as a protection against Philip. He was bred up a Catholic; in middle life he professed Lutheranism, and he dis-

liked the bigotry and narrowness of Calvinism, but he became a Calvinist because the success of his work depended on his gaining the confidence of the sturdiest section of the people of the Netherlands. As Mr. Harrison points out, he was far in advance of his time in his desire for complete religious toleration. He did not desire merely that Catholics should keep their hands off heretics: he would have had Catholics and members of the reformed communions enjoy equal liberty of worship, and was unable to see why Lutherans and Calvinists should detest one another. "The difference is not enough," he would say, and indeed no difference would, in his eyes, have been enough to justify Netherlands in standing apart from one another while the Spaniard was still in the land. A special proof of his political genius is noticed here in his manifesto to the States in 1566, in which he advocated the neutralization of the Netherlands for the common advantage of Europe. Yet, as Mr. Harrison observes, "with all his profound insight, he did not quite understand that the Netherlands formed not one nation, one religion, one race, but two, and even more." His attempts to unite them were necessarily doomed to failure; but they must not be called ineffectual, for they bore good fruit in the greatness of Holland and the eventual prosperity of Belgium. At the end of this most interesting volume are a useful genealogical appendix and a bibliographical note giving a list of the contemporary authorities on which Mr. Harrison has based his work and the modern books that he has consulted in writing it.

The Parent's Assistant, or Stories for Children. By MARIA EDGORTH. Illustrated by CHRIS HAMMOND. With an Introduction by ANNE THACKERAY RITCHIE. (Macmillan.)

While cordially welcoming Messrs. Macmillan's pleasant illustrated edition of that excellent friend of our youth, Maria Edgworth's "Parent's Assistant," we cannot forbear expressing a wish that it could have been reproduced under another title. For, alas! we know middle-aged men and women who confess that in the days of their childhood they were deterred from looking between the covers of this book by a name suggesting contents devised to meet the taste of the parents rather than the children; and we fear that the children of the present day are even more likely than their parents and grandparents were, to be prejudiced against a book by the suspicion of a didactic intention. It is possible, however, that the reaction, which must begin somewhere some day, is now working in the nursery, and that the new edition of the "Parent's Assistant" may find its way through the hands to the hearts of hundreds and thousands of small boys and girls between now and the New Year. For our own part we have delighted in Miss Edgworth's "Moral Tales" at any and every age we can remember. We believe, however, that the proper age for reading them first is between eight and ten. Soon after ten boys get the adventure fever, and girls have a premonition of romantic sentiment, both of which influences tell against the appreciation of sober sense and clearly stated facts. But at eight a child is still undisturbed by the spirits of adventure and romance, and yet able to understand almost anything that is worth understanding, provided it has the luck to come in contact with an elder who has the gift of explaining. And this was Maria Edgworth's supreme gift. She understood what constituted an explanation, and could make any matter of fact clear to any sound intelligence. There is an idea abroad that Miss Edgworth's common-sense stories pall upon imaginative children, and only please those who are defective in imagination. But this is a monstrous mistake. We believe it was Goethe who said that the reason why poets generally chose very matter-of-fact wives is that they want a companion to steer them through the mazes of the practical sublimary world where they are not at home, not in the empyrean where they range at ease. And the same truth applies to imaginative children, who are absolutely at home in the world of allegory and fairy story, but much at a loss among practical things, unless they fall in with a guide like Maria Edgworth, who not only knows what they don't know, but knows exactly how to put the prosaic things so that a child's imagination may grasp their significance. But it is almost impertinent to waste space in expounding the theory of why the imaginative child wants Miss Edgworth's delightful little stories, when Mrs. Ritchie—whose claim to be counted among the children of imagination no one will dispute—has come forward to tell us in a characteristic preface how the stories of the "Little Merchants," and "Lazy

Lawrence," and "The Orphans" delighted her in childhood. Only one word more would we add to Mrs. Ritchie's commendation of these tales. They are written one and all in admirable English. Miss Edgeworth's style was never so good as when she wrote for children, and chose for every idea that had to be expressed the words fullest of solid meaning and the construction most easily construed. In a day of showy and slipshod writing, a book for the nursery written in classical English is an almost inestimable educational boon.

The Life of Ernest Renan. By Madame JAMES DARMESTETER. (Methuen.)

Renan has been fortunate in his biographer, and no one would have appreciated more fully than the subject of it a portrait sketched with such knowledge and sympathy, the admiration of a kindred spirit, and the critical faculty which is not blinded by excess of charity. Madame Darmesteter is an English poetess to whom, if we may borrow the phrase of Ennius, her adopted country has given a new heart. Her feelings are English; her thoughts and her style are French.

To English clerics Renan is still a *bête noire*; they continue to vilify him and misspell his name. Even those of us who have no theological prejudices find it hard to pardon his aberrations—his "Abbesse de Jouarre," his comparison of the Book of Jonah to "La belle Hélène." Renan's "detestable sentimental cynicism" is a typical note in the current *Spectator* (November 20), which catches our eye as we write. Madame Darmesteter sees no less clearly than the *Spectator* this phase of Renan's character, but she sees also that it is only a phase, and *tout savoir est tout pardonner*. This finely strung, sensitive, receptive nature, which enabled Renan to divine and interpret distant times and alien modes of thought, gave also a certain fluidity and apparent insincerity to his own philosophy of life. Hand and heart were often at variance; when most convinced himself he was impelled to play the *advocatus diaboli*; in a word, he had the defects of his qualities. Yet his dalliance with error was always platonic, and Madame Darmesteter has vindicated the epitaph he would have chosen for himself, *Veritatem dilexi*.

We note one confusing misprint, "buried [read burned] Giordano Bruno"; "Joseph" for "Josephus" is probably another; and the Greek accents and breathings need revision.

Dictionary of Quotations (Classical). By T. B. HARBOTTLE. With Authors and Subjects Indexes. Price 7s. 6d. (Sonnenschein.)

This is the second volume of the series to which Colonel Dalbiae contributed the first, of English quotations. It is a handsome volume of six hundred and fifty pages, and, unlike Colonel Dalbiae's, it has no rivals in the field. We are still inclined to doubt the advantage of the alphabetical arrangement according to the first word, not the catchword, of the quotation. Thus it would not occur to a reader who wanted to verify *infandum renovare dolorem* to look under *contingere*, and in the Greek part δ, ή, τό are still more illusive. The exact references, with indications of editions in doubtful cases, are a most commendable feature, but we doubt the value of the added translations. Non-classical readers who want to know the meaning of *cui bono?* are sufficiently catered for by the ordinary dictionaries. In such a work there must needs be *lacune*, and a cursory investigation has revealed not a few. We miss the originals of classical echoes in our English poets—"Gather ye rosebuds," "This way and that dividing the swift mind," "The sea-blue bird of March," "The violets of his native land," "A tower that stood four-square." "Patriotism" is not given in the Subjects Index, and we cannot discover the *locus classicus* of Cicero's "magnum est eadem habere monumenta," &c. We miss Meleager's *Βασιλὴν μὲν ἀλλὰ πόδα*, Petronius' *curiosa felicitas*, Aristotle's definition of Tragedy, Aristophanes' *δῖνος βασιλεύει, ἀγκύριον ἀπώλεσεν, and δ' εὐκόλος μὲν, &c.*, Sophocles' *πυκνὴ ἀκούσι ψακάδος*, and what Shelley pronounced the most imaginative line in all Greek poetry, *πολλὰς δδούς ἔλθοντα φροντίδος πλάνοισι*. The translations are generally accurate, but we have noticed a few slips—*duplex libelli dos est*, "the gift of a book is twofold"; *habet natura vivendi modum*, "nature has a standard of living"; *τὸ γὰρ αἰσθάνεσθαι πάσχειν τι ἐστίν*, "to perceive is in some sense to suffer." Will Mr. Harbottle, or some of our readers, inform us what is the origin of "Si vis pacem para bellum"?

Grammaire Pratique de la Langue Anglaise. Par M. le Professeur LARMOYER. (Neville Beeman.)

We have several times been asked to recommend an English grammar for French children. We shall in future answer: Prof. Larmoyer's, but

we must in honesty add: *faute de mieux*. It is framed on the old Ollendorffian method of rule and dialogue. The publisher's *réclame* (puff) is *colossale* (takes the cake). We find ourselves involuntarily catching the style of the exercises. Mr. Beeman informs us that a sight of M. Larmoyer's manuscript kindled his enthusiasm, and that this enthusiasm was shared by a committee of Englishmen appointed to examine it. To make doubly sure, he submitted it to a French and a Brussels house. The latter reported: "Ouvrage parfait"; the former: "Il est possible qu'un autre produise une grammaire aussi bonne; mais une meilleure jamais." The reviewer once found himself seated at *table-d'hôte* next a beautiful and accomplished young German lady, with whom he conversed in English for an hour or more. Towards the end of dinner he ventured to compliment her on her knowledge of the language. "We have been chatting on all sorts of subjects, Fräulein, and I have not noticed a single mistake." "No," said the lady with a superior air, "I have been well taught and do not make mistakes. Pride goes before a fall, and almost the very next remark of the lady was 'But I am not difficult.'" The quip courteous was irresistible—"Pardon me, Fräulein; you can say in German: 'Ich bin nicht schwerlich,' or in French, 'Je ne suis pas difficile,' but our defective insular tongue has not this idiom." The application of the epilogue is only too easy, and it would be unfair to make Professor Larmoyer responsible for his publisher's boasting; but, to prove that we are speaking by the book, we will give at random a few *bevue*s. Page 5: *bomb* is not now pronounced *bum*. Page 7: the *l* in *bald* is not silent. Page 130: "You have a pen; there is a pencil"; "Is your father within?" *There* and *within* are not prepositions. In "Reading is pleasant," *reading* is not a participle. Neither Shakespeare nor any one in his senses can have written "more worst." Prepositional constructions after verbs occupy seventy pages. Half of the phrases are superfluous, and ten per cent. misleading. "*Abouter en*, abound with": *in* is the common construction. "I approve of your conduct": *approve* simply is more correct. "Ask him out, *faites-le sortir*": rather *invitez-le*. "I ask of you to excuse him": doubtful English. These are all culled from the first page. *Œuvre parfait!* We are none of us impeccable, not even English-French professors; but what are we to think of Mr. Beeman, the Committee of Englishmen, the French and Belgic Houses? In the multitude of counsellors there is not always wisdom.

French without Tears. By Mrs. HUGH BELL. Book III. (Edward Arnold.)

Mrs. Bell's Readers are so well known that we scarcely need to add our word of praise for Book III. The stories are bright and interesting, and are continued through many lessons, thus avoiding the scrappiness, and consequent lack of interest, which often characterizes these books. There is no attempt at a systematic teaching of grammar, except by observation of the text. Perhaps by the time children have read the first two books of this series they would do better to chose a book with retranslation exercises than to continue this tearless system too long. Grammar cannot be postponed too long even if it does cost tears.

Longmans' Second French Reading Book and Grammar. By JOHN BIDGOOD, B.Sc., and J. WATSON CAMPBELL.

We offer an apology for leaving this little book so long unnoticed. The plan of construction is already well known. There are short easy reading lessons, illustrated with wood-cuts, and grammar lessons and retranslation exercises corresponding to the text. In the grammar the pupil's attention is concentrated upon one point at a time, and of this point he will find several illustrations in the text. The only criticism we offer is that the "reader" may lack interest. There is too much natural history, and not enough story. But the plan of the book is excellent, and we can confidently recommend its use for young children.

Madame Lambelle's Gustave Toudouze. Edited by JAMES BOÏELLE, B.A. (Whittaker.)

Mr. Boiello tells us that, "Apart from the human and touching interest of the story, the work would be hard to beat as an example of pure idiomatic French from a gifted and cultured pen"; and he quotes M. Flaubert's opinion, that the novel "déborde de sensibilité ou plutôt de sentiment." These criticisms would make us suspect, what indeed we believe to be the truth, that the author's charm is not one which would appeal to school boys or girls—or, at any rate, only in the highest forms. In spite of fairly full notes, a good modern dictionary would be needed; and even then it will be no easy matter to put M. Toudouze's long descriptive periods into good English.

Vingt Ans Après. By DUMAS. Edited by FRANCIS TARVER. (Edward Arnold.)

This will prove an acceptable school edition for fifth- or sixth-form work. There are upwards of two hundred pages of straightforward, fairly easy, and eminently readable matter. Indeed, a more interesting book for boys would be hard to find. The notes are almost entirely confined to translations of difficult phrases, and not too many of them. There are a few grammatical explanations. The story is for the most part self-explanatory, but a few more historical explanations would have been welcome.

Voces Academicæ. By C. GRANT ROBERTSON. (Methuen.)

These *jeux d'esprit*, as they appeared in the *Westminster Gazette* and *Oxford Magazine*, are quite racy enough to while away an idle quarter of an hour, but they will hardly stand a second perusal. Even the "Dolly Dialogues," on which they are obviously modelled, were better taken piecemeal. Mr. Robertson is one of our most promising young historians; like Dr. Johnson, he has made a night of it with the young bloods, and will go back with all the more zest to his Capitularies.

An Advanced History of England, from the Earliest Times to the Present Day. By CYRIL RANSOME, M.A., Late Professor of Modern History and English Literature at the Yorkshire College, Victoria University. Third edition. (Rivingtons.)

We welcome with pleasure a new edition of Mr. Ransome's serviceable history. His book has already received favourable notice in this *Journal*, and there is therefore no need for us to say more than that it has been carefully revised for this edition, and several alterations made for the better. We are glad that the merits of this sound and carefully-written history are recognized by those engaged in education. One still remaining misprint must be noted for correction in a future edition—on page 36, for 753 read 735 as the date of Bede's death.

GIFT BOOKS.

The Saga of the Sea Swallows. Told by MAIDIE DICKSON. Illustrated by J. D. BATTEN and H. FAIRBAIRN.

The writing of a good fairy tale demands poetic faculty of no common order. Miss Maidie Dickson is the happy possessor of such a gift of imagination as can at once unlock the gates of the ancient fairyland, and, with a wonderful air of verisimilitude, portray the fortunes of our fellow-mortals as mingling with the fates of the elvish inhabitants. We all know that is also a part of Mr. Batten's peculiar charm: his fairies are real fairies, and his human creatures are perfectly human, yet perfectly at home in their ethereal companionship. And both author and illustrator take us into excellent company. Courage and self-renunciation are beautiful to both. Moreover, Miss Hilda Fairbairn, the other illustrator, has admirably caught also the sweet pathetic grace of the second story in the volume, which, as a story, we rank higher than the first. Nor are the bad fairies forgotten. Haunting in its eerie and ugly beauty—for such is the paradox that has been achieved—is Mr. Batten's wicked elf-queen on page 74, which may be contrasted with the frank and lovely innocence of his "Little Norah on the Pooka" (page 155). As to this "Pooka," which plays so important a part, it is an interesting question whether the name be not of the same derivation as "Puck," the Welsh for fairy being, we are told, *pucca*, to which our own "pixie" is, of course, probably akin. The book is altogether delightful.

Young Chris. By L. E. TIDDEMAN. (Gardner, Darton, & Co.)—This is a pretty story of a small boy found in the snow one Christmas Eve, and brought up by a kind doctor and his wife. Chris is good without being goody-goody, and fully returns the love of his adopted parents. On another Christmas Eve we hear how he is able to show his gratitude. The story is well told, and it is a pity that the illustrations do not come up to the same standard.

Stories for Children in Illustration of the Lord's Prayer. By Mrs. MOLESWORTH. (Gardner, Darton, & Co.)—These are now published in a collected form. The idea is a good one, a story going to each clause of the Lord's Prayer, and the special meaning is in most cases well worked out. "The Faithful Tryst," "Loni and her Brothers," and "Mark's Revenge" are among the best, the incidents seeming to fit in naturally for the desired end. "The Snow Storm" is not so successful. The children never would have been allowed to start by themselves on such an expedition, and the cold and hungry night at the cottage is too obviously dragged in for a purpose.

Singing Verses for Children. (Macmillan.)

A very daintily got-up book of child's songs. Words and music are well suited, most of the tunes are pretty and taking; some, we think, are not quite simple enough for children to learn easily, for instance, "My Pegasus," or "Snowballs," but others, such as "Good Morning," "Sunshine Song," "The Little Stars," will be sure to take a child's fancy. The illustrations are very good; the least successful are "Silver Night," and "My Pegasus"; quite the most charming is the "Cradle Song," both in the illustrations to the verses and in the border design.

Messrs. Macmillan's last volume in the "Eversley Series" is *Guesses at Truth by Two Brothers*. The present reviewer can never forget the debt of gratitude he owes to Augustus and Julius Hill, though it is thirty years and more since he read their thought-stimulating essays.

Dorothy Darling. By MINNIE E. PAUL. (Hodder & Stoughton.)—Though there is nothing very wonderful about "Dorothy Darling,"

we are given a pleasant account of her and her doings, of her doll Betty, who goes through many sufferings, and of Lucinda, who, being unfortunately carried away by the waves, is obliged to become a mermaid. The pictures of Dorothy visiting and sewing are pretty, but some of her portraits are, we hope, not at all flattering. The book is nicely got up.

Song Flowers, from "A Child's Garden of Verses." By ROBERT LOUIS STEVENSON, with Music by KATHERINE M. RAMSAY. (Gardner, Darton, & Co.)—A most dainty and fascinating volume. Of Stevenson's verses it is needless to speak, and they could hardly have a better illustrator than Gordon Browne, whose children, always delightful, are at their best here. Much of the music is very pretty, and well suited to the words. On the whole, "The Swing" takes our fancy most. Words and music go so pat to each other, and the little sailor boy, with his hair blowing in the wind, just gives the crowning touch, but the two first songs, the "Shadow March," "In Port," and "Bed in Summer," all go very well. Mr. Crockett's "foreword," with its pathetic note of regret and affectionate admiration, will add to the interest of older readers, but the book will be welcome alike to old and young.

Young England, Vol. XVIII. (Sunday School Union.)—This year's volume contains much that is exciting, amusing, and instructive. "Yarns of the Deep, Deep Sea" take the place of the excellent series of stories "Told from the Ranks," which appeared last year, and are, like them, true stories, only taken from the lips of seamen instead of soldiers. For serials, there are a story of adventure in Brazil, by David Ker, which is as full of unexpected incidents and perils of the most deadly kind as it can well be, and a Malay story, by K. M. Eady, which, though it begins at school, soon lands its heroes in all sorts of difficulties in Malay. Some of the articles on our "Great Living Generals" are of special interest just now, reminding us of the good work done by Lord Roberts, and Sir Donald Stewart, and Sir George White, so near the scene of the present frontier risings. There are some suggestive papers in the "Sunday Hour," and many short stories and articles which range over a wide field, and several among the numerous illustrations are drawn with great spirit.

Jack's Mate. By M. B. COX (NOEL WEST). (Gardner, Darton, & Co.)—We get a taste of most things connected with a ranchman's life in "Jack's Mate"—cattle driving, broncho breaking, holiday camping out, the pursuit of cattle thieves, &c., with a few extras, such as a prairie fire and the discovery of a rich bed of gold, thrown in. Jack is a good honest boy, and natural enough, but his "mate" is a somewhat unreal personage. He is one of those unfortunate individuals whose nearest relations seem to take a delight (in books) in suspecting of all kinds of crimes, rather than take the trouble of considering whether anyone else was likely to have committed them. Brian is supposed to have stolen £500 from his father, and, as the obvious mode of clearing himself from suspicion, he instantly leaves England for Texas, where he remains till the real thief obligingly confesses that he took the money. Brian is, of course, the soul of honour and of pluck, and his determination to sacrifice himself for his friends is very nearly crowned with success, owing to the extraordinary line he persists in taking in the recovery of some stolen cattle. There is plenty of variety in the story.

From Story to Story. By JANIE BROCKMAN. (Gardner, Darton, & Co.)—A collection of very short stories for small children, mostly containing a moral. Children who commit various faults and (having got themselves into difficulties) are very repentant are at once forgiven, sometimes even rewarded for being sorry. There are also numerous rimes and illustrations; a good many of the latter are by Pym.

For Treasure Bound. By HARRY COLLINGWOOD. (Griffiths, Farran, Browne, & Co.)—We do not know if Mr. Collingwood really wishes to be identified with his hero and namesake, if so, he must be congratulated on having acquired "a magnificent fortune" so easily, for, though we hear of many dangers during the adventurous voyage of the *Water Lily*, he escaped them, almost all, unhurt. Anyway, the story is a good one, and, though at times the many nautical phrases are bewildering to a landsman's ears, we are soon carried away by the freshness and spirit of the book; and what can a boy want more than pirates, sharks, a real sea serpent, coral reefs, and savages, all mixed up in one delightful whole? We should have thought—but that is doubtless ignorance—that it would hardly be safe to have for one's only boat a contrivance which took nearly an hour to put together. Sometimes a yacht perversely goes down in a few minutes.

Wee Doggie. By ELIZABETH C. TRACE. (Nelson.)—The principal incidents in "Wee Doggie's" career are true, but taken from the lives, not of one but of several dogs, and many are the adventures and troubles he goes through after straying from his home. His various experiences are interesting and well described, and we are glad to hear that he is once more restored to his fond little master. If "Wee Doggie" were no bigger than he is represented in the picture, we doubt his power of keeping Paul afloat in the lake even for a few minutes.

Animals, their Ways and Claims. By EDITH CARRINGTON. (Bell.)—This is a natural history written with a purpose, but, appealing as it does to children, and not pretending to be scientific, it rather gains than loses thereby. The purpose, we need hardly add, is to inspire an interest in animal life, and so create sympathy and a horror of cruelty. Animals range from the horse to the earth-worm, and as regards the latter Miss Carrington has more sympathy with Dr. Johnson than Isaac Walton. Miss Carrington has a pleasant easy style, and the book has plentiful illustrations.

The Lost Gold of the Montezumas. By WILLIAM O. STODDART. (Hodder & Stoughton.)—A spirited story, in the times of the War of Independence in Texas, ending in the defence of the Alamo and practical wiping out of its heroic defenders. Travis, Houston, Crockett, and others necessarily come into the story, but it is with Bowie that we have specially to do. Bowie and a small party of rangers start out from San Antonio to prevent a fracas between some friendly Indians the Lipans, and the Comanches. He gets let in for a longer and more dangerous expedition than he calculated on, and his various experiences, including his discovery of the Aztec treasure, are most exciting. Red Wolf, the son of Castro, is a fine specimen of a young brave, and adds not a little to the general interest. The book is very nicely got up, and the illustrations are good.

Ida from India. By Mrs. HERBERT MARTIN (Griffith, Farran, Browne, & Co.)—When Ida first makes her appearance from India, she is about as objectionable a little girl as could well be found; the author tells us that she was selfish, thoughtless, indolent, rude, and disobedient, and we gather from the story that she was also deceitful and untruthful (though her nature is said to be frank and honest). These do not seem very hopeful materials with which to fashion, in the course of a year, a fine strong character, a devoted elder sister, winning the love and gratitude of all around her. Yet this miracle is accomplished, though we cannot say that we quite follow the process. But if Ida cannot be used as an example, she may at least serve as a warning of what to avoid.

The Adventures of a Stowaway. By FRED WISHAW. (Griffith, Farran, Browne, & Co.)—An excellent story, told with great spirit. "Alice" goes through adventures enough for several stowaways, and describes them in a very natural and easy way. Alice's lachrymose condition at school seems a little inconsistent with the "cheek" he afterwards displays, and his lordly way of treating wars and rebellions only as opportunities of amusement for himself or obstacles in the way of his plans. But this is a small detail and in no way spoils the story.

Little Folks. (Cassell.)—The volume for 1897 presents many attractions. There are two good serials—one by Mrs. Meade, whose stories are always popular, and one of sport and adventure by Edward Ellis, which all boys will like. Even for little folks the prize competition and illustrated interview seem to be *de rigueur*, and the Queen's grandchildren figure to a large extent. Many tastes are consulted, and there is a little of all sorts in the way of short stories and verses. Many of the illustrations are good, and if the colours of the large pictures are a little over bright, children will not quarrel with them on that account.

We have received from Messrs. Macmillan *Mansfield Park*, by JANE AUSTEN, its original charms much heightened by Hugh Thomson's admirable illustrations, which exactly accord with the character of the story; also *Newton Forster* and *The Pirate and the Three Cutters*, by Captain MARKYAT, with illustrations by E. J. Sullivan. Some of these have a certain rough effectiveness, but others, especially those of the female characters, are unsatisfactory. The print of this series is very clear and pleasant to read, and the volumes are light and convenient to hold.

Scarlet Feather. By HENRY J. BARKER. (Griffith, Farran, Browne, & Co.)—Blake Middleton, an English lad, goes out to Arizona to join a brother and sister, but at Cincinnati he sees in a newspaper that there had been an Indian raid on the mines where his brother was manager, and having secured the services of a noted scout as guide, he hurries to the scene of the raid, and afterwards with two companions follows the Navajoes to their own country, to revenge his brother's death and if possible to release his sister. The defect of the story is that, though there is "a great deal of fear, there is very little danger," at least the danger, except in one instance, does not come to much, and the sister's rescue is finally accomplished with very improbable ease. The journey through the gorge and the "Dry Swallow" is well described.

The Union Jacks. By J. LEY PETHYBRIDGE. (Gardner, Darton, & Co.)—This does not vary much from the usual run of school stories; the new boy who gets knocked about and unmercifully chafed, the big bully, and better sort of prefect, all have their turn; but the book is written in a bright easy sort of way and the development of the "Union Jacks," who start as a society to maintain order and authority, and end by being warlike, and considerably exceeding their powers, is amusing.

Miss Barton's Bicycle. By PENELOPE LESLIE. (National Society.)—Shows us, to begin with, some of the delights of looking after other people's children. Minna and Tim were not easy to manage or perhaps very reliable, but the bicycle incident seems rather beyond them. Mr. Dalton is one of the grandfathers of fiction, stern and repellent, who supplies scathing reproofs and handsome presents in about equal measure.

The White Witch of the Matabele. By FRED WISHAW. (Griffith, Farran, Browne, & Co.)—The "White Witch" is an English boy, stolen from his parents when little more than a baby and brought up by the Matabele. It is a question for the psychologists how far it is likely that a boy who between the ages of two-and-a-half and sixteen had never heard an English word, should recognise one like "hyena" on hearing it among the names of other animals, or that having been brought up among savages he should instinctively feel pity at the sight of needless slaughter and pain. His vanity and conceit, particularly after Marsden has taught him to shoot straight, are more natural traits. Be this as it may, his performances are varied and exciting, before he is restored to the arms of his parents, who have sought him in Evangeline-like wanderings.

Cassell's Saturday Journal, a publication which comes out in weekly penny numbers, is certainly an astonishing production for the amount of information, stories, jokes, &c., which it contains. The yearly volume, reaching to nearly eleven hundred pages, is most impressive in general appearance, and wonderfully light considering its size. It gives a little of everything, from fashionable intelligence to burglary up to date—besides serial stories by popular authors and interviews with notabilities of all kinds. Several of the large pictures are good.

A Clerk of Oxford. By E. EVERETT GREEN. (Nelson.) Leofric Wyvill's adventures begin as soon as he leaves the Priory, near which he was brought up, and last, so far as this story is concerned, till the battle of Evesham and the death of Simon de Montfort and his sons deprives him of his chosen comrade, but at the same time sets him free to become the Master of an Oxford Hall, and marry his lady love. The book gives a curious picture of Oxford life in those stormy times, and the somewhat incomplete arrangements there for the advancement of learning, before the hero follows his friend to Kenilworth. The adventures are long drawn out, and the number of characters introduced rather spoils the effect of the story as a whole.

The Child of the Caravan. By E. M. GREEN. (Griffith, Farran, Browne, & Co.) Some people take a pleasure in having their feelings mildly harrowed, if one may use such a doubtful expression, and to those we may commend "The Child of the Caravan." Nothing very bad is done to Carly—by the way, his taskmaster would have had more sense than to punish a small violinist by striking his hands—so that the pathos of his lonely life and picturesque appearance and early death can be comfortably enjoyed.

Partners. By H. F. GELKEN. (Nelson.) A school story of two boys, whose very different characters make their partnership a mutual advantage. The tie stands most of the strains of school life, and is only temporarily interrupted by the self-sacrifice of Rufus, who will not let his partner share in some disgrace which is unfairly attached to him, and so pretends that he is tired of having Tom for a friend. Tom is singularly dense on this occasion, but it all comes right in the end. The two aunts and their behaviour to the children, and that of the children to them, is altogether absurd, but the school part is brightly written.

A FELLOWSHIP for women, to be called the Geoffrey Fellowship, and to be of the value of £100 a year for three years, has been presented to Newnham College, Cambridge. It will be first awarded in June, 1898. The Geoffrey Fellow will be required to reside at Newnham College, and to pursue independent study in some department of learning, letters, or science. Candidates must be women who have obtained Honours in a Cambridge Tripos Examination, or in the Oxford Final Schools. They should send in their names to Mrs. Verrall, President of the Associates of Newnham College, before May 1, 1898. Further information respecting conditions of tenure, &c., may be obtained from Mrs. Verrall, Newnham College, Cambridge.

THE *Jewish Chronicle* prints an abstract of a deed of endowment by which Mr. B. L. Cohen, M.P., has established at Newnham College, Cambridge, a fund, to be called the Hannah Floretta Cohen Students' Fund for providing an allowance to five deserving students of the college of £5 each per annum, to purchase books. The members of the Council who attest the acceptance of the trust by the College are Mrs. Henry Sidgwick, the Principal, and Dr. Peile, Master of Christ's.

CALENDAR FOR JANUARY.

[Items for this Calendar should be sent in before the 24th of the month.]

- 1, 4, 6, 8.—Royal Institution, 3 p.m. Continuation of Course of Lectures to Children on "The Principles of the Electric Telegraph," by Professor Oliver Lodge.
- 4 and 5.—Educational Institute of Scotland. Twenty-fourth Annual Congress, at Stirling.
- 4-15.—College of Preceptors. Winter Meeting for Teachers.
- 7-10.—Alpine Club, Savile Row (R.G.S.), 4 p.m. Two Lectures to Young People on "A Geographical Holiday through Forest, Prairie, and Mountain" (Illustrations), by Dr. H. R. Mill.
- 12, 13 and 14.—Friends' Guild of Teachers. Third Annual Conference, at Birmingham.
- 15.—Post Translations for Competition.
- 18-25.—Royal Institution, Albemarle Street, 3 p.m. Lecture on "The Simplest Living Things," by Professor E. Ray Lankester.
- 19.—King's College County Council Class in Pure Mathematics resumed (6 p.m.).
- 20.—Bedford College, London. Lent term begins.
- 20-27.—Royal Institution, 3 p.m. Lecture on "The Halogen Group of Elements," by Professor Dewar.
- 21.—Royal Institution, Albemarle Street, 9 p.m. Lecture on "Buds and Stipules," by the Rt. Hon. Sir J. Lubbock.
- 22.—King's College County Council Class on Teaching Mathematics resumed (10 a.m.).
- 22-29.—Royal Institution, 3 p.m. Lecture on "Cyprus," by Professor P. Geddes.
- 24.—Bedford College, London. Art School Reopens.
Post all School News, &c., and all Advertisements for February issue.
- 26.—(First Post.) Latest time for receiving urgent Teachers' Advertisements (prepaid) for February.
- 28.—Royal Institution, 9 p.m. Lecture on "Instinct and Intelligence in Animals," by Professor C. Lloyd Morgan.
- 31.—The February issue ready this day.

CORRESPONDENCE.

THE NEW "DIRECTORY," THE INCORPORATED HEADMASTERS, AND THE FUTURE.

To the Editor of The Journal of Education.

SIR,—My friend Dr. Scott scarcely does himself justice in his letter published in your December number. In the first place, if he poses as an authority on educational matters, he ought to be aware that the question upon which I wrote was one in which, neither privately nor officially, had I the slightest interest, my own county having neither School Boards nor boroughs carrying on "classes of their own"; hence, as far as I am concerned, the clause, as distorted with the aid of Dr. Scott's Association, is as good and useful as in its original shape. As a matter of fact, I have Clause VII. in practical operation already. My letter, therefore, was "for the general."

Again, he might have conceived a gibe less colourless than that of referring to me as an "unlicensed but habitual instructor," especially when, if inclined to descend to bandy personalities, I might contrast the proceedings of instructors who are licensed but are scarcely habitual. Further, he might have concealed his inability to reply to my specific charges under a less patent fallacy than the plea of a "confidential character."

What the public want to know from Dr. Scott is: (1) exactly what his Association, or education in general, have gained by the change in the wording of Clause VII.; (2) what information his Association possessed to induce them to go directly in the face of the advice of Professor Jebb and other members of the Royal Commission; (3) how they reconcile their action with any attempts to co-operate with the County Councils and with their previous friendly relations.

However, to leave the past; those of us who are labouring and organizing to supply education where wanted, and to "work out by slow degrees" the scheme of the Royal Commission, have little patience with those who but talk and agitate with a view to obstructing our efforts. As long as Dr. Scott pursued (or pursues) a policy of construction, building up Associations and Scholarship Boards, to his own lasting credit and the good of education, I went, and will go, all lengths with him. But once the

policy becomes one of destruction, whether of Vice-Presidents, Government Departments, or Reports of Committees, I must turn to more useful work, and leave the Headmasters to stew in the School Board juice.

For your readers, the really important point is—and this my previous letter was intended to lead up to: What will be the policy of Dr. Scott's Association when the promised Bill appears?

The Government have three courses open to them. First, and most probably, they will, after all, decline to bring in a Bill. If this be so, it will be due almost entirely to Dr. Scott and his colleagues, with their "comprehensive settlement." Everybody knows that the Bill, as drafted, is a short and very tentative and imperfect one. It tends in the direction of the recommendations of the Royal Commission, but carries out only a few of them. In fact, it is a Bill of the real English "thin-end-of-the-wedge" and compromising type. It will, of course, be fought by the School Boards; they have declared their hostility to any Bill before seeing it. It only remains for the Headmasters to adopt the "policy of the altogether," blazon on their banner the words "Entire" and "Simultaneous" (which appear nowhere in the Report of the Commission), to ensure that the Bill shall be still-born.

Again, the Government may introduce the "Bill of some sort," as the Archbishop of Canterbury has told us it will be, and, finding once more the School Boards and the Headmasters—the "No Bill" and the "Perfect Bill" parties—in agreement against it, they may withdraw it. Are the Headmasters prepared to face this contingency? Dr. Scott, I fancy, is; but I also know that some of his colleagues are not. Still, the action on the "Directory" does not prepare one to expect that moderate counsels will prevail. If a Bill be brought in and if it be withdrawn, whether through direct hostility or lavish amendment and obstruction on the part of the legitimate secondary authorities, it is quite certain that the present Government will never touch the question again. The party now in opposition, if they keep their pledges to the School Boards—small areas, &c.—could never bring in a Bill acceptable to Dr. Scott's friends or likely to survive the House of Lords.

In the third place, the Government may force the imperfect Bill through in spite of the Headmasters. In what position will they be after this event? Having opposed the Bill, they will not be likely to be asked to help to carry out its provisions; they will, as in the case of Clause VII., have aroused the animosity of their natural allies, while proving their powerlessness to carry their point.

In any case except the third, vested interests will be daily increasing, and, as you point out in your leaderette, future legislation of *any kind* will be rendered more difficult. It is surely time, "at this juncture," to clear the air. The American strikers whose motto ran: "We don't want bread; we want plum-cake or blood," did not, I understand, enlist popular sympathy. The player who, finding that he has not all the best cards in his own hand, determines to trump his partner's tricks, is not generally credited with wisdom. The historic clan, which turned back in the day of battle and witnessed the defeat of its comrades because it was not given the place of honour, is not considered to have deserved well of its country. Yet these are the models of conduct set before the Headmasters for their imitation. For such persons to assume that their opinion is that of "ALL who have the interests of education at heart" is merely ludicrous.—I am, yours obediently,

H. MACAN.

ADVICE TO AUTHORS OF SCHOOL BOOKS.

To the Editor of The Journal of Education.

SIR,—Will you allow me to invite the attention of your readers to the Report on Educational Literature which was issued two months ago by the Society of Authors? I put myself forward in connexion with this Report because I was a member of the Sub-committee appointed for the purpose, and can bear witness to the care and trouble taken to acquire reliable information, and to draw serviceable conclusions.

This Report, a copy of which was sent to a list of writers on educational subjects, does not appear to have met with the attention which it deserves, for that part of literary property which consists of educational books is by far the most valuable, commercially, of any. It behoves educational writers more than any other class to look into the administration of their own

property, to ascertain what proportion of their property they are allowed to receive, and what proportion they are made to give up.

At the present moment, as the Report shows, the condition of things is very far from satisfactory. Deferred royalties of the most iniquitous kind, miserably low royalties, deferred payments, wretched sums offered for the copyright—these are only some of the grievances upon which this Report casts a light. I would very earnestly urge upon all educational writers the careful consideration of the Report.

As regards remedial measures, let me point out that, ten years ago, much the same condition of things existed in the branch of general literature. What has happened? The whole position of literary men and women has been improved—not slightly improved, but enormously improved. Royalties which were formerly 5 or 10 per cent. on the published price have gone up to 20, 25, and even 30 per cent. This improvement has been effected by the action of the Society of Authors, which made a change possible by ascertaining and publishing the exact facts as regards printing, &c., and showing what a huge proportion of the proceeds publishers were actually taking for themselves in the case of every successful book without the knowledge of the authors. This exposure strengthened the hands of authors, and made the old representations as to risk and cost of production impossible; it also simplified the work of the literary agent.

I would therefore invite the consideration of educational writers to the point that what has been done in general literature may be equally well done in educational literature. The machinery, *i.e.*, the Society of Authors, exists for all; the same methods may be applied by all; the same results may be obtained by all.

I venture to quote the leading principles recommended in the Report:—

1. Never to sell the copyright of an educational book under any circumstances.
 2. To arrive, first of all, before signing, at an understanding what the agreement gives the publisher as well as what it gives the author. If the publisher refuses to give these figures, the author should either refuse to sign the agreement, or should take advice as to the cost of producing the book, and therefore the proportion the publisher proposes to reserve for himself.
 3. The insertion of clauses in the agreement which would prevent the publisher from altering the book, transferring the book, or killing the book.
 4. Provision for improved terms if the book becomes a success.
- And, as a further security, we should urge upon all authors of educational books to join the Society of Authors, and to sign no agreement without sending it to the Secretary for revision.

I remain, Sir, your obedient servant,
WALTER BESANT.

United University Club
November 27, 1897.

COMPULSORY GAMES FOR HIGH-SCHOOL MISTRESSES.

To the Editor of the Journal of Education.

SIR,—I was much struck with the following sentences in the letter of "A Schoolmistress who Cycles, Rows, and Plays Tennis," in this month's issue: "Let the cause be what it may, the fact remains that it is almost useless for an assistant-mistress of thirty-five to apply for a post in a high school. Experience and increased power of dealing with character seem of no value." *Mutatis mutandis*, the same holds good of an assistant-master, who is counted old by the time he reaches the age of thirty. While such a state of things exists, I cannot agree with the last sentence in Miss Evans' letter, for it appears to me that however much teachers honour the dignity of their calling, those who have remained faithful to it for ten or twelve years, with little or no increase of salary, and a growing feeling of uncertainty as to what may be their lot if by any chance they should find it necessary to resign their posts, cannot but regard themselves as belonging to an "unfortunate band." The importance of athletics as a qualification for an assistant-mastership in a public school has now grown to such an extent that it requires no great stretch of imagination to suppose the time is not far distant when the headmaster of Harrow will offer a post as house-master to a future Brockwell or Richardson. It is a matter of common rumour that a 'Varsity blue, who a year or two ago made a high score at Lord's, received on the ground from two headmasters of public schools an offer of a mastership. When things have come to such a pitch, is it not a little too much to expect any one to believe that

the head masters as a body care one iota about training? And is it not a little absurd for them to say that reform in the conditions of secondary education must come from the outside, while experience in teaching and sympathy with boys are regarded by them as of no account when compared with athletic prowess?—Yours truly,

December 20, 1897. A CRICKETER, BUT NOT A "BLUE."

A NUT FOR PHONETICIANS.

To the Editor of The Journal of Education.

SIR,—Referring to the recent discussion at the meeting of the Modern Language Association on the introduction of the phonetic system in teaching the pronunciation of foreign languages, I should like to ask its advocates if any system of signs they can introduce will enable the student to distinguish, for example, the niceties in the various vowel sounds, especially those of the *e* among the different Continental nations—if they will be able to point out the fact that the English *house* and the German *Haus*, the Dutch *hij* and the English *he*, are not consonous—if they will be able to mark the distinction between, say, the French, German, and English *r*, and assist in mastering that shibboleth of the foreigner, the short English *a*, as in *hat*. If so, I would gladly cast my lot with the "Phoneticists."

These are a few of the real difficulties which confront the student who wishes to acquire an exact pronunciation.—I am, Sir, yours faithfully,
H. S. BERESFORD WEBB.

A SPECIAL SERVICE FOR TEACHERS AT ST. JAMES'S, PICCADILLY.

To the Editor of The Journal of Education.

SIR,—Your readers may like to be informed that the Right Rev. Bishop Barry has consented to hold a special service for those engaged in education, at St. James's, Piccadilly, on Sunday, January 9, at half-past three. His long and varied educational experience justify the expectation that his words will be of exceptional weight. The subject he has chosen is "Taught of God."—I am, Sir, faithfully yours,
55 Gunterstone-road, W., J. O. BEVAN.
December 17, 1897.

UNIVERSITIES AND SCHOOLS.

LONDON.

Mr. Victor Horsley, M.B., B.S., F.R.S., has been appointed by the Crown as a Fellow, in the room of the late Mr. Rivington. Mr. Horsley took many honours at the University, including the Scholarship and Medal at the Honours Examination in Surgery in 1881. He was Professor Superintendent of the Brown Institution for seven years (1884-91), and is, I believe, an ardent advocate of vivisection.

The accounts of the Brown Trust for the year 1896-7 show a total expenditure of £1,746. 6s. 6d. and a small balance in hand.

It should be noted that in and after 1899 five new scholarships, &c., will be awarded, viz.—At Intermediate Arts, Greek Exhibition of £40 a year for two years; History Exhibition of £30 a year for two years; Logic Exhibition of £30 a year for two years. At B.A. Honours, English Scholarship of £50 a year for three years (in lieu of a prize of £15); Political Economy Prize of £15.

At the Conjoint Honours Examination for B.A. and B.Sc., the Scholarship in Mathematics was taken by E. R. Darnley, who was alone in the First Class. Classics had only one successful candidate, and in the Third Class; B. Edgell has taken First Class Honours in Mental and Moral Science at B.A. with a view to D.Lit., and C. W. C. Barlow has taken a First at B.Sc. with a view to D.Sc.

Some of the Honours results were a little remarkable at Inter. Arts. last July. Thus, out of seven candidates in German only two passed, both ladies. Out of fourteen in Botany at Inter. Science all failed; but in Zoology four passed out of seven. Query: Does the standard differ with the examiners, or what is the explanation?

In all the Intermediate Examinations and at Matriculation, the younger candidates do far better than the older, and, except in Honours at Inter. Arts, those who have been previously rejected do not seem to distinguish themselves. Botany again was the most fatal subject. Matriculation, the safest apparently being Magnetism and Electricity, French, Greek, and German.

It has been resolved that the revision of the subjects and regulations in the Medical Faculty shall be entrusted to the Medical Committee of the Senate, together with the present examiners and any other teachers or examiners whose presence the Committee may find desirable. When the late changes in the regulations were forwarded to the Secretary of State for his formal approval (as is always done) he is said to have asked for longer time for examining any future changes—an indication that he does not regard this function as a mere matter of form.

There is a noteworthy change in the regulations for the Doctorate of Literature (for 1899 and after) that seems to have passed almost un-

noticed, but which makes the degree far more accessible to all appearance. The regulations for 1898 require the candidate to have passed the M.A. in Classics, *and also* (a) in Mental Science, &c., (b) or in Modern Languages, or (c) to have taken First Class Honours at B.A. in (1) English Language and Literature, or (2) History, or (3) Mental and Moral Science.

The Regulations for 1899 demand as the preliminary a pass at M.A. in Branch I. (Classics), *or* in III. or IV. (Modern Languages), or V. (History). In a few years' time we may expect D.Lit.'s to be not quite such *rare aves* as at present.

The Registrar having stated the necessity of compiling a hand catalogue of the Library at a low price, he was directed by the Senate to apply to the Treasury to sanction the necessary expenditure. As I have reason to believe that some progress has been made with the work, graduates may hope to have a handy list of the more useful works before very long.

The question of providing laboratory accommodation has been laid before Her Majesty's Government, who have it now under consideration.

It has recently been resolved by the Senate "that the British Institute of Preventive Medicine be added, for certificates required for the Doctorate in State Medicine, to the list of institutions from which the University receives certificates for degrees in Medicine."

The Standing Committee of the Senate on Examinations in Arts, Science, and Laws, recently appointed, has been divided into three Committees, viz., one in Arts, one in Laws, and one in Science, and in future there are to be four Standing Committees annually appointed, the fourth being in Medicine.

The following gentlemen have been appointed Assistant-Examiners:—*Classics*: Wm. Field, M.A., T. D. Hall, M.A., A. Waugh Young, M.A.; *Mathematics*: R. B. Hayward, M.A., F.R.S., A. Larmor, M.A., W. W. Taylor, M.A.; *English*: J. F. Davis, D.Lit., M.A., T. Gregory Foster, B.A., Ph.D., John Lawrence, D.Lit., M.A.; *French*: Elphège Janau, F. Thomas, B.A., B.Sc.; *Experimental Philosophy*: A. H. Fison, D.Sc. G. F. C. Searle, M.A., W. Watson, B.Sc.; *Chemistry*: F. D. Chattaway, D.Sc., A. W. Crossley, M.Sc., Ph.D., F. Stanley Kipping, D.Sc., F.R.S., W. P. Wynne, D.Sc., F.R.S.

It has also been decided that the two Examiners in History (Professor Edwards, M.A., and A. Hassall, M.A.) and the two Examiners in the Art, Theory, and History of Teaching recently appointed, H. C. Bowen, M.A., and F. Storr, B.A., be henceforth placed on the permanent staff.

The University has lent Sir J. Millais's portrait of Mr. Grote for the Winter Exhibition of the Royal Academy.

The Regulations in Laws are now undergoing final consideration by the Senate and will be duly published, together with the special subjects for 1900.

The deputation appointed on June 18 to explain the views of the Standing Committee of Convocation in regard to the question of the Intermediate M.B. Examination was received by the Senate, and their opinions heard, considered, and fully discussed.

The Sub-Committee on Graduation in the Faculty of Laws has held several meetings, but it is understood that it is doubtful whether it will be able to report in time for the meeting of Convocation on January 17. The general Report of the Standing Committee is expected to be presented as usual to Convocation on that date. X.

OXFORD.

The term came to an end on the 11th of last month, and the last week brought its usual pressure of College and University examinations, with all the afflicting detail of winding-up. There is consequently, little to record, and a few notes are all that it is possible or desirable to attempt.

On November 29, after a short illness, Dr. Legge, the Professor of Chinese, passed away, in his eighty-third year. At the age of twenty-four he went out to China as a missionary, and for nearly fifty years was working at the translation into English of the Chinese classics. Part of this work has appeared in the well-known series "The Sacred Books of the East," and Mr. Giles, the author of the great Chinese Dictionary, refers in his preface to the "imperishable achievements" of Dr. Legge.

The same day, November 29, was disastrous in another way to the University, for the exceptional gale of that evening, combining with an exceptionally high tide, submerged from 1,500 to 2,000 acres of land which the University holds in the Island of Sheppey. The sea broke a strong solid sea-wall, made great havoc among sheep and cattle, drowned a bailiff of one of our tenants, and, of course, has put rent out of the question at present. The rebuilding of the wall will be slow and costly, and, till it is done, every spring tide will be dangerous both to the land and to the defences. The University is already hampered by narrow means, and in 1896 had actually a deficit; it is feared that this last blow will be most serious. The benevolent and enlightened millionaire is more badly wanted than ever.

The Report of the Association for the Education of Women is a cheerful record of steady growth in the important work which is com-

mitted to them. In the course of the year a fourth Hall was formally admitted: the number of resident students has for the first time exceeded two hundred; and several new lectures have been opened to women. It is pleasant to find that the severe and unsuccessful struggle of last year to obtain the B.A. degree for qualified students has in no way interfered with continuous progress in the work itself, in the educational advantages and facilities offered to women, and in the number of those who avail themselves thereof.

The first examination has just been held, under the new statute, in the Theory, History, and Practice of Education. There were twelve candidates, ten men and two women. The examination lasted two days; and a novel feature was the distribution to the candidates, during one of the papers, of a pack of school-books, out of which they were asked to construct lesson-schemes. The list is not expected till the end of the month: and it is probably as well to remind your readers that, under the express provisions of the statutes, those who pass this examination will still not be entitled to the Diploma until they "have satisfied the Delegates of Local Examinations of their proficiency in the practice of education."

We are glad to learn that the library founded some time ago for the benefit of Oxford women students, by a gift of a large number of the late Professor Nettleship's books, has recently received a further substantial gift from the same source. Mrs. Nettleship, who made the first donation, has now presented some three hundred and fifty volumes which belonged to her late brother-in-law, Mr. R. L. Nettleship, of Balliol. Such benefactions are most welcome, and are much needed. The Halls are rapidly accumulating libraries, and it is not difficult for students to obtain admission to the Bodleian; but it is obvious that the women are at a disadvantage in the matter of books, as compared with the undergraduates who have easy access to old and well-stocked libraries in their colleges.

I have to apologise for an error in my last letter (due, no doubt, to my imperfect writing), whereby Mr. Bourne's name appeared as Bonone.

CAMBRIDGE.

From a very useful list of the names and addresses of resident members of the University, published by the *Cambridge Review*, it appears that this term the number of residents reaches 3,545. Of these, 1,825 are in college, and 1,720 in lodgings. Trinity heads the list with 750, St. John's comes next with 342, and seven other colleges follow with over 200 each.

The results of the examinations for entrance scholarships and exhibitions at twelve of the colleges have been published during the term. Dulwich has secured nine substantial awards, St. Paul's eight, Eton seven, Rugby and the City of London School six each. Out of ten scholarships of £80 a year, Dulwich is credited with no less than five.

The discussion on the Previous Examination, as we forecasted last month, was lively and pluranimous. Something was said for the retention of Paley, notably by Mr. Hamblin Smith, who, as a "Poll-coach" of vast experience, averred that he and his pupils had never wearied of the subject. Something was said against the substitution of a Biblical subject from the Old Testament, by a distinguished cleric. Much more was said, however, and in determined fashion, against the "additional subjects" as a whole. The new suggestions of the General Board were generally condemned, and the total abolition of any special examination for Honours candidates was urged on various grounds, athletic and other.

The terminal elections for offices at the Union Society have been marked by unusual excitement. It was insinuated that one of the candidates for the Presidency had actually been canvassing for votes, rumours of a secret electoral combination for promoting the return of his friends and himself were floated, and mysterious articles in the undergraduate journals hinted at the approaching reign of Tammany in Cambridge. The accused candidate repudiated the personal charges, but withdrew from the contest in offended dignity. The storm was probably got up for a temporary purpose, and, this once served, a general calm ensued. Trinity obtained four of the coveted offices.

Dr. Hill is distinguishing himself as Vice-Chancellor by his energy and freshness. He has entertained the judges of England, he has read a paper at the Nonconformist Union, he has appointed Sir Henry Irving to deliver the annual Rede Lecture in the Easter term, he has started a University Benefaction Fund, to which nearly £3,500 has been paid and some £1,500 more promised, and he has published a record of the log of his children during a recent "Run round the Empire." And withal he is praised on every side for his promptitude and attention to detail in the management of the multifarious business of the University.

Professor Ewing has obtained an important recognition of his department in the decision of the Institution of Civil Engineers to grant their Associate Membership without examination to students who graduate with honours in the Mechanical Sciences Tripos. About a hundred students are now taking the engineering course under Professor Ewing's able direction.

A scheme for the theoretical and practical training of members o

University, who intend to become masters in public schools, has been organized by the Teachers' Training Syndicate. A "Master of Secondary Method" and a "Tutor in the Theory and History of Education" have been appointed in connexion with the Day Training College, and arrangements have been made for practice, under competent supervision, in the giving of lessons, at Cambridge schools. Students must be matriculated, and have passed the Previous Examination; they must attend the Training College for a year, and give at least a week's teaching each term in one of the practising schools; and, lastly, for a certificate they must pass the theoretical and practical examinations of the Syndicate.

The Schools Examination Syndicate examined this year 94 boys' schools and 76 girls' schools. The candidates for Higher Certificates numbered 2,125 (last year 2,121), and of these 1,157 obtained certificates, 312 with distinction in one or more subjects. The number who obtained certificates exempting them from the Previous Examination or the Oxford Responsions has considerably increased. There were 948 candidates for Lower Certificates, as against 891 last year; 499 were successful (last year 495).

Dr. Herbert A. Giles has at length been elected to the Professorship of Chinese. Dr. Rivers, of St. John's, has been appointed University Lecturer in Experimental Psychology. The John Lucas Walker Studentship in pathology has been awarded to Mr. J. W. W. Stephens, M.B., of Caius, and the Exhibition to Dr. H. K. Wright, of McGill University, Montreal. Mr. Arnold Wall, an Advanced Student of Christ's College, has been approved for the B.A. degree, under the new regulations, for an original dissertation of distinction on "The Scandinavian Element in the English Dialects." Two Walsingham Medals for biological research have been this year awarded, namely, to Mr. V. H. Blackman, of St. John's, and Mr. W. Morley Fletcher, of Trinity. Mr. E. W. Winstanley, of Trinity, has gained the Crosse Theological Fellowship. Dr. Anningson, Dr. Donald MacAlister, and Professor Kanthack have been appointed University Delegates to the International Congress of Hygiene in Madrid, to be held during April next. Mr. A. F. Stabb, M.B., B.C., has been appointed University Lecturer in Obstetrics at the Medical School; and Mr. Strangeways Pigg has been appointed Demonstrator of Pathology. The Members' Latin Essay Prize has gone to Mr. J. C. Lawson, of Pembroke; the Whewell Scholarships in International Law to Mr. R. J. R. Goffin, of Jesus, and Mr. F. W. Head, of Emmanuel; the Seatonian Prize for a sacred poem to the Rev. Dr. J. H. Lupton, of St. John's; the Jeremie Prizes for the Septuagint to Mr. R. R. Smith, of Selwyn, and Mr. W. Outram, of Pembroke.

WALES.

Mr. T. H. Thomas, R.C.A., who continues to render such signal services in the movement for securing the recognition of Wales on the shield of England and the national flag, was on Monday evening, December 13, the lecturer at a meeting of the Cardiff Teachers' Guild, when, taking for his theme "The Heraldry of Wales," he discoursed delightfully for an hour on a subject which he has made peculiarly his own. Mr. Thomas initiated the audience into the mysteries of heraldry, and by means of a collection of diagrams illustrated the origin of emblems on the shield, and showed how, as alliances were contracted, the shield became divided into four grand quarters, and each of these in turn into minor quarters. With the advent of the Normans heraldry began, and was elaborately carried out during the twelfth and thirteenth centuries. He traced the development of the British Royal shield to its present form. Originally, under Henry II., A.D. 1154, the shield bore only the three lions of England: then it was quartered with the lilies *sensés* of France, which occupied the first and fourth quarters, in 1340. The lion rampant with a double border was added as representing Scotland, the shield being divided for this purpose, England dividing its quarter with France, represented by lilies. The harp of Ireland was allotted to the third quarter, first by Elizabeth occasionally, but fixedly by James I., while the fourth quarter was again occupied by the arms of England, which still retained the French arms of three lilies to a certain extent. The French arms were abandoned towards the end of the last century, and in order to fill up the fourth quarter there was emblazoned in it a repetition of the English lions which occupied the first quarter. There was absolutely no historical meaning to the blazon now in the fourth quarter, and for the purposes of those agitating for the representation of Wales on the shield this was an important fact to remember. The Irish emblem, the harp, was spoken of as the "Welsh harp gold," showing that the harps of both countries had at one period been identical. Changes in the British shield had been very numerous indeed, and the Welsh hope to see introduced ere long still another change. Badges antedated heraldry, and the badge of Britain before the advent of the Romans appeared to have been the horse, for no British coin bore a dragon; it was always a horse. The draconian ensign of the Romans, however, when the Romans left, appeared to have been carried on by the Dukes of Britain, who were referred to as the dragons of Britain. This soon also became the ensign for the British generally. From the Arthurian times and days of Maelgwyn Gwynedd the dragon was

continually spoken of down to the times of Cadwalladr Fendigaid, the last king of the British line, who died in the seventh century. It was said, though he had not been able to verify it, that the Welsh troops at Crecy and Agincourt fought under the Welsh dragon. At any rate, it was an historical fact that Richmond, afterwards Henry VII., was found at Bosworth Field, after his rapid march thither through Wales, rallying the South- and Mid-Wales people, with a banner showing the red dragon of Cadwalladr flying before his tent, thus showing that at that time the dragon was thoroughly understood to be the badge of the ancient British series of kings. The banners bearing the red dragon were taken to London by the victorious army and displayed in St. Paul's, and the dragon was used as supporter of the arms of King Henry VII., who immediately before his coronation instituted the "Rouge Dragon" pursuant of the College of Arms, in commemoration. Thus the dragon of Arthur and Cadwalladr, which had come down from the Roman period, reappeared in English heraldry as a supporter to the arms used by the Tudor monarchs Henry VIII., Edward VI., and Elizabeth, Elizabeth using it very largely. This was very interesting, because it showed that at one time Wales was recognized with regard to the Royal shield, although it had not been recognized in one of the quarters. But, though the dragon was a badge, it was well known that a badge could legally be made by the heraldic authorities into what was called a charge, and introduced into the shield. Proceeding, the lecturer dealt historically with the coat of arms of Llewelyn, the last native Prince of Wales—the four lions passant—which had always been used by the heralds when they wished to represent Wales on any shield; and it was the opinion of Mr. Joseph Watkin, one of the authorities of the Heralds' College—the first Welshman who had held that office for a couple of hundred years—that, if the arms of Llewelyn were introduced into the British shield, the proper position would be the second quarter, inasmuch as Wales was added to the kingdom before Scotland or Ireland. Speaking in an heraldic and academic sense, this would be true, but any such re-arrangement of the shield would cause a very great amount of displacement and inconvenience. What Wales desired was merely that its emblems should occupy the fourth quarter, used now only for the duplication of the arms held by England. The lecturer exhibited a number of diagrams showing how the shield would appear were the arms of Llewelyn so introduced, and also other diagrams showing the dragon in the fourth quarter. If introduced into the shield, a necessary corollary would be the introduction of Welsh emblems into the Union Jack, which would be a matter of some difficulty. The Union Jack was formed by the superimposition of three crosses one upon the other—the crosses of St. George, St. Andrew, and St. Patrick. What would represent Wales? There was no cross of St. David. There was, however, the cross *fitché* of Cadwalladr, that is, with the lower member nail-shaped, of which one writer in the *Daily Graphic* recently said that it was already the summit of the British crown, and that Wales should therefore not be further represented. He (the lecturer) had not yet been able to find authority for this suggestion, but, if the cross *fitché* were introduced into the Union Jack, it could, he thought, be done very ornamentally by superimposing it on a field of blue in the very centre of the existing crosses. Representation in some manner upon the Royal shield of the United Kingdom is desired by the Welsh, not only as a debt due to their nationality, but equally as a mark of their loyalty to the monarch at this time of the Diamond Jubilee. An interesting discussion followed, in which Dr. Treharne, Mr. Waugh, Mr. Brockington, and the Chairman participated, and Mr. Thomas was heartily thanked for his interesting lecture.

SCOTLAND.

The clerk of the General Council of Glasgow University has received a communication from the Scottish Office stating, for the information of the Council, that the powers of the Universities Commission expire on January 1, 1898, and that it is not proposed to renew them. Thereafter each University Court will assume the powers assigned by the 21st section of the Universities (Scotland) Act, 1889, and will therefore be at liberty, with the approval of Her Majesty in Council, to make ordinances with respect to the University's share of the annual grant, or ordinances altering or revoking any of the ordinances affecting the University passed by the Commissioners under the Acts of 1858 and 1889, and also to make entirely new ordinances. The Courts will find plenty to do. Apart from local questions, of which the St. Andrews-Dundee dispute is an obnoxious instance, there are large matters of policy to consider—for example, the attitude of the Scottish Universities in view of the possible establishment of a teaching University in London and of a Midland University. The appearance of these institutions in the educational field would undoubtedly affect the number of students crossing the border to attend a Scottish University.

The General Medical Council is still pressing the Scottish Universities to take steps to secure penal or disciplinary powers. The Universities have appointed a joint committee to consider this matter.

The grievance felt by the modern language teachers in regard to the bursary competition is put thus.

In this examination a candidate may not take more than five subjects,

and the subjects from which he may select are English (full marks 100), Latin (100), Greek (100), mathematics (100), French (50), German (50), Italian (50), and dynamics (50). The total mark possible is thus 450, and this mark can be got only by a candidate who professes both Latin and Greek. To a candidate who takes any modern language in place of Greek the total mark possible is only 400.

Principal Sir William Geddes has withdrawn his resignation as Chairman of the Sites and Plans Committee. He resigned on account of differences of opinion with regard to the Extension Scheme. The debt on that scheme is put down at £18,000, and to complete the scheme an additional £12,000 is necessary. An optimistic suggestion is that the Aberdeen Town Council, the public interested in Aberdeen University, and the State may be persuaded to give £10,000 each. The University must, therefore, lay disputes aside and take united action. "*Quaerenda pecunia primum, post nummos lucta.*"

At the request of the Students' Representative Council, the Marquis of Huntly has agreed to deliver a rectorial address in connexion with his election as Lord Rector of Aberdeen University for the third time. The Council has also decided to request the Senatus to enforce the wearing of academic costume by students at King's College, it being also agreed that the Arts students of the different years should wear tassels of different colours on their trenchers.

We regret to record the death of the Rev. John Fyfe, LL.D., Emeritus Professor of Moral Philosophy in Aberdeen University. Dr. Fyfe, who boasted of direct descent on the maternal side from Kant, was connected in various capacities with Aberdeen University for some fifty years. He had no claim to be regarded as a philosopher or a teacher of philosophy, but students regarded him with the kindest feelings (some with excellent reason, for he loved to assist the meritorious of limited means), and his colleagues esteemed him for his sterling character.

Reference has been made here once or twice to efforts made to secure for the Students' Union in Aberdeen permission to sell alcoholic liquors; the required permission has now been granted, to the extent of allowing one bottle of beer to be supplied at lunch or dinner. These are, it may be remarked, quart bottles of beer.

Professor Johnston has scored. An Aberdeen newspaper published "A Minister's Love Story," in which figured a Rev. Donald Grant, B.D., certified godly and clever by Professor Johnston. But the Professor has proved, from University lists, that within recent years there has been no such student at Aberdeen University.—Q.E.D.

Masson Hall, George Street, Edinburgh, has been opened as a University residence for women.

The time for the lodging of applications and testimonials for the chair of Moral Philosophy in Edinburgh University has been extended till March 21st, 1898; applications and testimonials should be sent to Mr. R. Herbert Johnston, 66 Frederick Street.

The Council of the Institution of Civil Engineers have ordered that the degree of Bachelor of Science in Engineering of the University of Edinburgh will be held to exempt candidates applying for election into the Institution from passing the examination prescribed by the Council applying to associate membership.

Edinburgh University is interested in a proposal by Mr. Munro Ferguson, M.P., to deal with the woods on one of his estates on the Continental plan. The area (over two thousand acres in extent) will be laid out so as to provide a systematic rotation, and the proximity of the estate to Edinburgh will bring it within the easy observation of forestry students in the University.

The opening of the magnificent M'Ewan Hall, Edinburgh, was made the occasion of a brilliant ceremony. On the evening of December 2, the University students held a torchlight procession, and on the following day, in the presence of a distinguished assemblage, the hall was formally conveyed to the University Court by Mr. M'Ewan. After an interesting speech, in which he surveyed the relation of the city to the University of Edinburgh, and explained how he had been led to make his munificent gift, Mr. M'Ewan turned to present the deed of conveyance to the Chancellor (Mr. A. J. Balfour). At this moment, a young Italian student, probably a victim of religious mania, rose, from his place in the front of the upper gallery, and, holding a Bible in his hand, shouted: "Hear me, ye sons of Satan. I have a message from the Lord Jesus Christ. In the fifth chapter of Revelations—" But at this point strong hands seized him, and he was passed over the heads of his fellow-students, carried down stairs, and ejected from the hall.

Suitable acknowledgment of Mr. M'Ewan's noble generosity was made by Mr. Balfour, Lord Balfour of Burleigh, Lord Rector, and Principal Sir W. Muir. Thereafter Lord Provost Mitchell Thompson referred to the pleasure with which the city had placed Mr. M'Ewan's name on the burgess roll. The degree of Doctor of Laws was conferred on Mr. M'Ewan, and he was presented by the Student's Representative Council with an illuminated address. In the evening, Dr. A. L. Pearce gave a recital upon the organ in the M'Ewan Hall.

At Glasgow, the dispute between the Senatus and the Western Infirmary over the facilities to be afforded to Professor M'Ewan has been settled by the Professor's being allowed to retain his three wards.

Mr. R. M. Burrows, Assistant Professor of Greek in Glasgow University, has been appointed Professor of Greek in University

College, Cardiff. The rumour is revived that Principal Caird will retire at the end of the current session. His health is certainly not robust—he has never recovered from the strain of the Gifford lectures—and it may well be that he desires to be relieved of all responsibility. Along with sixteen professors Principal Caird signed a petition to the Lord Provost, Magistrates, and Town Council of Glasgow in favour of opening the Glasgow People's Palace on Sunday, but the municipal authorities declined the lead of Gilmorehill. The Hunterian Museum, Glasgow University, has lately received some valuable donations.

The Court has appointed a Committee to correspond with a Committee appointed by the Senate to consider the position of the Scottish Universities with regard to training students for the civil service in India and other colonies of the empire. It is possible that by-and-by students of natural history, in Glasgow, may have the advantage of making observations in a public zoological department. The Corporation is considering the matter.

From St. Andrews we still hear of wars and rumours of wars. For a weary period Professor Pettigrew and Professor Ritchie carried on a newspaper warfare about the respective claims of Medicine and Science on the one hand, and Arts on the other, at St. Andrews.

In the Second Division of the Court of Sessions, Provost M'Gregor, of St. Andrews, and others, failed in their attempt to obtain a repeal of Lord Stormonth-Darling's decision against them in their action to obtain declaration to the effect that University College, Dundee, has not been affiliated and made to form part of the University of St. Andrews, and that the ordinances issued by the Scottish Universities Commissioners are null and void in so far as they purport to affiliate University College with St. Andrews University; or otherwise that certain of the ordinances are null and void.

At the annual meeting of the Scottish Association for the Promotion of Technical and Secondary Education, Lord Reay, who as president of the Association took the chair, lamented the prevalence of strikes, and the lack of organized secondary and technical education, in view of the keenness of foreign competition. His alarmist note, that our existence as an industrial nation is threatened, was echoed by other speakers. Among the resolutions accepted by the meeting was one urging that the regulations for science and art teaching in Scotland should give definite recognition and encouragement to the provision of suitable courses of instruction in science and art in those day schools in which such teaching occupies a secondary, although an important place, and that the position of science and art in the education of pupil-teachers and students in training colleges might now be fully considered in relation to the other subjects of study essential to the proper preparation of teachers for public schools.

The Commission appointed by the Educational Institute, to enquire to what extent provision is made in each district for secondary education, has been taking evidence in different parts of Scotland. Information has been freely volunteered by representative witnesses and correspondents. The work of the Commission is greatly facilitated by the methodical way in which the central authority laid down its main line of action. The action of the Institute is due to the fact that in many parts of Scotland real secondary schools are not available, and in consequence advanced instruction must be supplied by the ordinary public schools, but the movement is jealously regarded by some—not all—secondary school teachers, and the prominence given to some remarks directed against the Institute led Sir Henry Craik to write to the newspapers repudiating the suggestion that he had asked the Institute to gather information for the Department.

Princess Louise laid the memorial stone of the new Technical College, Paisley, which owes its existence to the conjoint action of the Borough Trustees, Messrs. J. & P. Coats, and the directors of the Paisley School of Design.

The alterations in the scheme of George Heriot's Trust, Edinburgh, have received legal sanction. Among the changes made are the following:—The arbitrary age limit for admission to the Hospital School has been changed to an educational qualification, the number of free scholarships open to pupils in attendance has been increased from sixty to one hundred, travelling scholarships of £100 have been instituted for teachers who have graduated in the University of Edinburgh and taken the Schoolmasters' Diploma, and the amount of money for bursaries generally will be increased by 50 per cent. When the revised scheme is in full operation, there will be about fifty women and at least fifty men at the University of Edinburgh holding Heriot bursaries. In issuing the regulations for the next examination for leaving certificates, the Scottish Education Department deprecates the present practice of sending in very young pupils, and trusts that in future candidates below thirteen years of age will not be presented unless their presentation is warranted by special circumstances.

At a dinner given in celebration of the 216th anniversary of the Edinburgh Merchant Company, the chief speaker was Sir Henry Craik, who took as his subject a proposition that he had already advanced on several occasions, this, to wit, that in technical education there is an undue hurry to achieve immediate results, that many reformers seem enamoured of "raw haste, half-sister to delay." He contended that the schools should not be workshops, but places rather where the foundations of all successful work are laid.

The arrangements for the Educational Institute Congress at Sterling are now complete. The Corporation, the School Board, and the Sterling Educational Trust are the patrons, and there will be the usual exhibition of school books and appliances, and the customary social functions, dinner, breakfast, conversazione, reception, excursions, &c. Among the subjects on which papers will be read are "Agriculture as an Educational Subject," "Large Schools and Assistants," "The Examination System," "The Training of Teachers," "Child Study," "Health Conditions in School Life," "The Place of History in a School Curriculum," and "The Place of Mathematics in Schools." Some of the speakers announced are Professor Wallace, Edinburgh, Dr. Ross, and Professor Lodge, Glasgow. A pleasing episode will be the presentation of the Institute's Honorary Fellowship to Sir Henry Campbell-Bannerman.

The programme gives evidence that the assistants, while looking after their special interests by means of their own organization, are loyal to the Institute as representing the general body of teachers. In connexion with the training of teachers it may be noted that dissatisfaction is being engendered with the terms on which leaving certificates are accepted as qualifying for admission to a training college, and with the refusal to increase the number of students admitted to the colleges. Very few people realize how very unsatisfactory the conditions of training are at present, but Dr. Ross will no doubt help the public to understand the situation, and to estimate the worth of proposed remedies.

A somewhat interesting address on current educational topics was delivered to the Ayrshire branch of the E.I.S. by Mr. Robertson, Chairman of Ayr Burgh School Board. It was chiefly remarkable for the very vigorous way in which he backed the teachers' claim to a superannuation allowance. No teacher could have gone into the matter more thoroughly or made out a better case.

Complaints are heard on all sides, from business men and from school inspectors, that the compulsory standard must be raised to Standard VI. At present children go early to school and get clear of compulsory attendance when they are eleven years of age, and after running wild for two or three years offer themselves for employment, and are then found to have practically forgotten all they had learned.

Aberdeen School Board is becoming a regular bear garden. Ever since last election left the Board divided into two opposing parties of six each, with a neutral chairman, who supported one party before the election and now supports the other, there have been bad feeling and unbecoming scenes. The Chairman is something of a discoverer. He has found out that the Authorized Version is responsible for the profanity of Aberdeen youth, and hence he would like to see its place in the schools taken by the Revised Version.

A short time since, we referred to the influence of the leaving certificate examination in raising the standard of teaching. Fresh proof of this is afforded by the excellent appearance made in the Glasgow University Bursary List by candidates from the Glasgow Pupil Teachers' Institute.

The Stevenston School Board insists that the parish minister shall send his children to the public school examination, in order to satisfy the Board that he is educating his children properly.

It is not quite clear whether the statement made by the Education Department, that they are considering the matter of giving financial assistance to School Boards carrying on science and art classes, means or does not mean the recall of the obnoxious Memorandum intimating that in future no money grant for Science and Art subjects would be given on behalf of scholars in day schools if their names appeared on the register of their respective schools in connexion with the Scottish Education Department.

Glasgow School Board does not see its way to take any action in connexion with the Corporation proposal referred to in the December Notes, so long as the educational area remains as at present.

IRELAND.

The year that has closed has brought an unusual number of losses to Trinity College. Dr. Sallas, the Professor of Geology, has taken a post at Oxford; the Astronomer Royal, Dr. Rambaut, has also been carried off to Oxford. Mr. Charles Joly, the Junior Fellow, has been made Astronomer Royal, while his near relative, Mr. J. J. Joly, has taken Dr. Sallas' place. Recently Mr. Starkie, the one Roman Catholic Fellow, and an able classical scholar (his fine edition of the "Wasps" of Aristophanes has just appeared), has left to take the Presidentship of Queen's College, Galway.

But death, as well as promotion, has been busy. Two months since Samuel Haughton, one of the most versatile and distinctive men ever produced by Trinity, passed away, after some years of failing health. There was scarcely a branch of science to which he had not given valuable contributions. He was Professor of Geology for many years, and entered into profound researches in both geology and physiography. To him is due the high position attained by the Medical School of his University, and his own studies in animal mechanics are invaluable contributions to physiology. In Mathematics he was equally able. Galbraith and Haughton's Manuals are classic text-books. Not alone as a scholar, but as a public man, an indefatigable helper of every Irish

scientific body, and a most witty, original, and instructive personage, his loss is deeply mourned by all classes of Irishmen. The fact that he was a Home Ruler added to his popularity beyond the walls of his college.

Shortly after Dr. Haughton's death Dr. Poole died, thus within a year making three deaths among the seven Senior Fellows. A few weeks since Arthur Palmer, Professor of Latin, passed away, after a long illness. He led a secluded life, and was a strong Conservative; hence he was scarcely known in public life, but as a classical scholar he was unrivalled, whether in learning, in style and insight, or in exquisite taste.

On December 7 Trinity College gave a banquet in honour of the centenary of the death of Edmund Burke. About 108 distinguished guests were present, including the Lord Lieutenant, and Irishmen holding important posts or notable in the world of letters. The dining-hall was brilliant with coloured lights, flowers, plants, and the College plate; and Burke's portrait was wreathed in laurel. The table was in the shape of a St. Andrew's cross, which appeared to give such a position to the speakers that they were very badly heard—a great drawback to the success of the evening. The speeches of Mr. Lecky and Professor Dowden were the most remarkable, especially that of Dr. Dowden, which is perhaps the most beautiful and just criticism of Burke he has yet put forth.

Sir Rowland Blennerhassett delivered rather an interesting address a few weeks since at Queen's College, Cork, in which he holds the post of President. He gave an historical account of Universities in Europe, and pleaded for the value of small and numerous Universities rather than large and few central ones, ending by demanding a University for Cork. He adduced the example of Germany in support of his view, and his address was of much interest as an abstract argument, but practically it will have no effect whatever. It would be hard enough to get one additional University established in Ireland—a Catholic University—without attempting more, nor is there any reason why Galway and Belfast should not have their colleges raised to the rank of Universities as well as Cork. He said nothing as to where the funds were to come from or who was to control "Cork University."

Meantime, we have had two manifestoes from the bishops anent the Catholic University. A lively Dublin weekly, *Irish Figaro*, in discussing current topics, mentioned the general belief that Archbishop Walsh had supported the candidature of Dr. McGrath, Secretary of the Royal University, for the Presidentship of Galway College, whereupon the Archbishop wrote to *Figaro* and to the dailies, emphatically denying that he had mixed himself up in any way with the "Godless Colleges," and took the opportunity to put forth a lengthy defence of the scheme of a Catholic University against the recent attacks of the Orange party. He justly pointed out the absurdity of a small minority's expecting that the whole of Irish education is to be settled solely according to their wishes.

More recently Bishop O'Dwyer delivered an address on the same subject, and, adverting to the delay in realizing a project to which "all" are practically agreed, suggested that a Bill could be brought into the House of Lords next session if time could not be made for it in the Commons. He pointed out that strong public support and agitation were needed to get the matter settled. This is just what is up to the present not forthcoming. The Catholic laity appears to be largely made up of two parties—those who belong to a class that makes no use of University education and is ignorant and uninterested, and an upper class that dreads an education entirely in the hands of the Church. Hence, the bishops have never been able to rouse a vigorous national agitation. Those who object to a clerically controlled University are silent, because they are afraid of social injury from the power of the Church; but this is not the material with which to carry measures. We live under a democratic constitution, and, if the majority in Ireland desire purely Catholic and religious education, they should have it; but they must show that they do desire it. A public meeting will be held in Dublin early in January, which may throw some light on this point.

Objections to the intermediate system continue to appear from two quarters—from educationists who desire a better use of the endowment for general education, and, on the other hand, from those interested in technical education, who think the endowment should be diverted to that object. A danger lies in this latter proposal which educationists should be alive to. The grant derived from the Customs and Excise is in England spent on technical education; in Ireland on general education—£80,000 to primary and £40,000 to secondary education. It is argued that in Ireland, as in England, this sum should be spent on technical education. If educationists continue to inveigh against the intermediate system *without offering a practical remedy*, it will strengthen this demand. Now in England there are large endowments for general education; in Ireland there are almost no funds for it. The argument is therefore fallacious. Technical education would do little good if the lower classes could not read, write, or keep accounts, or if the upper classes were reduced to the state of things in pre-intermediate days, left without either solid mental training or general knowledge. Those who wish the present endowment preserved for secondary education should keep this danger in sight.

Campbell College apparently has not improved since the sensational trial of last year. A new staff of masters was appointed; Mr. McNeill was supposed to have the confidence of the trustees, and it was hoped that all would now go well. We hear, however, that the matron, with her assistant, has left, her place being taken by a man, and that some of the masters have been given notice to leave. The number of boys, two years ago three hundred, is now about one hundred, and some of the scholarships have been withdrawn. The school was inspected six months since by Professor Mahaffy and Mr. Russell, F.T.C., but their report has not been made public. The school is largely endowed, possesses fine buildings, is regularly inspected, and governed by trustees; yet these are the results.

Alexandra College had a festival evening, "Student's Day," on December 10, when the Countess Cadogan and Lady Betty Balfour were present and "By Degrees," a play composed by Miss Sara Gyles, was performed. On the 1st December, the distribution of prizes in Alexandra School took place. There are now three hundred and five students in the College and about three hundred and seventy in the school.

The case of Mrs. Sullivan has not yet been settled. It appears that Mrs. Sullivan, the mistress of Leixlip National School, was dismissed by her manager—to leave next day. She has a high record of thirty-two years. In accordance with the Maynooth Resolutions, she appealed to the bishop of her diocese, who is Dr. Walsh, Archbishop of Dublin. He replied, that, as it was a summary dismissal, without the usual three months' notice, he could not interfere. A largely-signed memorial, sent to the Archbishop by the inhabitants of Leixlip, received the same answer. If the Maynooth Resolutions can be so evaded, they are useless as a protection to the teachers.

BEDFORD COLLEGE FOR WOMEN.

At a Council meeting held on December 10, Miss Penrose laid her resignation of her post as Principal in the hands of the Council of the College; this was received with much regret. At a Council meeting held subsequently, Miss Beatrice Edgell, B.A., was appointed to the Professorship of Mental and Moral Science. The names of the following Bedford College students appear in the B.A. and B.Sc. Honours Lists:—Rose Monkhouse, First Class Honours, English; N. M. Catty, Third Class Honours, Mental and Moral Science; B. Rickword, Third Class Honours, Classics; E. E. Humphrey, Second Class Honours, Physics, and Third Class Honours, Chemistry. Agnes Kelly, a former student of the College, now working chiefly at University College, took First Class Honours in Zoology, and was awarded the University Scholarship. F. Greatbach, also a former student, took First-Class Honours, French, deserving a prize.

SCHOOLS.

CHELTEMHAM LADIES' COLLEGE.—The following pupils, who passed the B.A. Examination of the University of London, have taken Honours: Frances Goslin, First Class Honours in French; Lily Baker, Second Class Honours in French; Kate Gaymer, Third Class Honours in English.

HAILEYBURY COLLEGE.—After an examination, held December 1-2, the following were elected to the Senior Scholarships, open only to boys in the school:—C. A. Henderson, £40; H. H. Batten, £40; H. J. Couchman (Modern Side), £40; W. Cardwell, £30; G. S. Oddie (Modern Side), £30. In the Junior, open to all comers:—O. L. V. Simpkinson, £50; A. R. Gidney (Bowden House School, Harrow), £40; A. L. Jones (Priory School, Bedford), £40; J. R. P. Postlethwaite, £30; L. A. Speakman (Arnold House, Llandulas), Modern Side, £30; E. T. Dawson (Cliff House School, Southbourne), under thirteen, £30. Since July, 1897, the following distinctions have been gained by past or present members of the school:—R. H. Couchman, R. T. L. Parr, Second Class, Literæ Humaniores, Oxford; T. P. W. Nesham and W. S. D. Craven passed into the R.M.A.; F. E. G. Talbot (1st), R. S. May (22nd), both direct from the school, R. J. F. Meyricke, W. W. Muir, A. S. Hay, W. R. Friend, A. G. N. Wood, A. G. Shea, into the R.M.C.; Rennell Roidd has received the Star of Ethiopia from King Menelik, and has published another volume of poems, "Ballads of the Fleet"; R. T. Blomfield's "History of Renaissance Architecture in England, 1500-1800," F. W. Bourdillon's "Minuscula," and Frank Podmore's "Studies in Psychical Research," have all been favourably received; J. E. Harley has gained a Major Scholarship at Trinity College, Cambridge; and J. S. C. Douglas a Science Exhibition at Christ Church, Oxford. Some alteration has been made in the Sunday work that is worth recording. Instead of the preparation and lesson lasting an hour and a half in the afternoon, the time for both has been cut down to an hour; and three times during the term, in place of both preparation and lesson, sacred concerts have been held in the chapel. Instrumental and vocal music have been performed, elucidated by short printed programmes. Those boys, a very small number, who do not elect to listen to music spend the time in reading solid books, under supervision. The annual Confirmation was held on November 17 by the Bishop of St. Albans. The health of

the school has been remarkably good during the whole term, which ended on December 22.

HIGHBURY HIGH SCHOOL.—The Company's Scholar this year is Violet Hannay Clapham, and the Clothworkers' Exhibitioner Grace E. Stubbs. Five girls passed the London Matriculation Examination in June, in the First Division, of whom Millicent Annie Barber, who was bracketed first of the candidates from the Company's schools, won the Reid Trust Scholarship (£40 a year for two years), tenable at Bedford College. Katie Aldwinckle, who stood third, has since gained an open scholarship (£50 a year for two years) at Westfield College.

MANOR MOUNT GIRLS' COLLEGIATE SCHOOL, FOREST HILL, S.E.—The annual distribution of prizes and certificates was held in the school hall on November 13. The chair was taken by the Rev. Canon Quennell, M.A., and the prizes and certificates were distributed by Miss Oxenham Cocks. Speeches relating to the education of girls were made by J. H. Selfe, Esq., who also read the examiner's report, Dr. Klein, Miss Carta Sturge. The school was examined and inspected in July by Miss A. J. Cooper, late Headmistress of Edgbaston High School.

ROSSALL.—Elegiacs, Latin Prose, Classical Literature, Prizes gained by W. K. Armistead; Examination Prizes in Upper VI., by W. K. Armistead, G. R. Pocklington, F. R. G. Duckworth. Carter Divinity: C. J. Bush and H. Fyson. English Literature, R. J. Shirt. W. K. Armistead, Exhibition, Hertford College, Oxford; G. R. Pocklington, Exhibition, Balliol College. The annual singing competitions were held on December 20, when the House Cup was won by Batson's; the solos by E. L. Anson and F. L. Williamson. Christmas holidays began December 21, and will end January 27, 1898.

PRIZE COMPETITIONS.

THE Translation Prize for December is awarded to "Capitaine Fracasse."

The winner of the Translation Prize for November is G. E. Dartnell, Esq., Salisbury.

The Extra Prize is divided between "Tremella" and "M.L.G."

Toute une montagne évidée à l'intérieur, avec des crêtes de ruines sur sa tête; deux ou trois étages d'appartements et de corridors souterrains qui paraissent avoir été creusés par des taupes colossales; d'immenses décombres; des salles démesurées dont l'ogive a cinquante pieds d'ouverture; sept cachots avec leurs oubliettes pleines d'une eau croupie qui résonne, plate et morte au choc d'une pierre; le bruit des moulins à eau dans la petite vallée derrière le château, et, par les crevasses de la façade, le Rhin avec quelque bateau à vapeur qui, vu de cette hauteur, semble un gros poisson vert aux yeux jaunes cheminant à fleur d'eau et dressé à porter sur son dos des hommes et des voitures; un palais féodal des Landgraves de Hesse changé en énorme masure; des embrasures de canons et de catapultes qui ressemblent à ces loges de bêtes fauves des vieux cirques romains, où l'herbe pousse; par endroits, à demi engagée dans l'antique mur éventré, une vis de Saint-Gilles ruinée et comblée dont l'hélice fruste a l'air d'un monstrueux coquillage antédiluvien; les ardoises et les basaltes non taillées qui donnent aux archivoltes des profils de scies et de machoires ouvertes; de grosses doutes ventrues tombées tout d'une pièce, ou, pour mieux dire, couchées sur le flanc comme si elles étaient fatiguées de se tenir debout—voilà le Rheinfels. On voit cela pour deux sous.

By "CAPITAINE FRACASSE."

A whole mountain with its centre scooped out and ruins capping its crest; two or three stories of underground rooms and galleries like burrows of gigantic moles; huge masses of tumbled rubbish; spacious halls, the groinings of which span gaps of fifty feet: seven dungeons, their oubliettes full of stagnant water, re-echoing dull and hollow the splash of a down-dropped stone; the clack of water-mills in the glen behind the castle, and, through the chinks in the front wall, the Rhine, dotted with steamboats and looking from this height like some great yellow-eyed green fish, gliding along the water's surface, trained to bear upon its back men and carriages; a feudal palace of the Landgraves of Hesse, now a mere mass of ruined masonry; embrasures for cannon and catapults, recalling to the mind the grass-grown dens for wild beasts which one sees in old Roman circuses; here and there, half buried in the broken-down ancient wall, a winding staircase, dilapidated and choked-up with rubble, the decayed spiral of which suggests some monstrous antediluvian snail-shell; the undressed blocks of slate and basalt producing in the archivolts edges jagged as saws or as gaping jaws; great bulging escarp walls, capped all of a piece, or rather lying flat upon their sides as though weary of long standing—there you have the Rheinfels. And all this you may see for one penny.

(Continued on page 52.)

The arrangements for the Educational Institute Congress at Sterling are now complete. The Corporation, the School Board, and the Sterling Educational Trust are the patrons, and there will be the usual exhibition of school books and appliances, and the customary social functions, dinner, breakfast, conversazione, reception, excursions, &c. Among the subjects on which papers will be read are "Agriculture as an Educational Subject," "Large Schools and Assistants," "The Examination System," "The Training of Teachers," "Child Study," "Health Conditions in School Life," "The Place of History in a School Curriculum," and "The Place of Mathematics in Schools." Some of the speakers announced are Professor Wallace, Edinburgh, Dr. Ross, and Professor Lodge, Glasgow. A pleasing episode will be the presentation of the Institute's Honorary Fellowship to Sir Henry Campbell-Bannerman.

The programme gives evidence that the assistants, while looking after their special interests by means of their own organization, are loyal to the Institute as representing the general body of teachers. In connexion with the training of teachers it may be noted that dissatisfaction is being engendered with the terms on which leaving certificates are accepted as qualifying for admission to a training college, and with the refusal to increase the number of students admitted to the colleges. Very few people realize how very unsatisfactory the conditions of training are at present, but Dr. Ross will no doubt help the public to understand the situation, and to estimate the worth of proposed remedies.

A somewhat interesting address on current educational topics was delivered to the Ayrshire branch of the E.I.S. by Mr. Robertson, Chairman of Ayr Burgh School Board. It was chiefly remarkable for the very vigorous way in which he backed the teachers' claim to a superannuation allowance. No teacher could have gone into the matter more thoroughly or made out a better case.

Complaints are heard on all sides, from business men and from school inspectors, that the compulsory standard must be raised to Standard VI. At present children go early to school and get clear of compulsory attendance when they are eleven years of age, and after running wild for two or three years offer themselves for employment, and are then found to have practically forgotten all they had learned.

Aberdeen School Board is becoming a regular bear garden. Ever since last election left the Board divided into two opposing parties of six each, with a neutral chairman, who supported one party before the election and now supports the other, there have been bad feeling and unbecoming scenes. The Chairman is something of a discoverer. He has found out that the Authorized Version is responsible for the profanity of Aberdeen youth, and hence he would like to see its place in the schools taken by the Revised Version.

A short time since, we referred to the influence of the leaving certificate examination in raising the standard of teaching. Fresh proof of this is afforded by the excellent appearance made in the Glasgow University Bursary List by candidates from the Glasgow Pupil Teachers' Institute.

The Stevenston School Board insists that the parish minister shall send his children to the public school examination, in order to satisfy the Board that he is educating his children properly.

It is not quite clear whether the statement made by the Education Department, that they are considering the matter of giving financial assistance to School Boards carrying on science and art classes, means or does not mean the recall of the obnoxious Memorandum intimating that in future no money grant for Science and Art subjects would be given on behalf of scholars in day schools if their names appeared on the register of their respective schools in connexion with the Scottish Education Department.

scientific body, and a most witty, original, and instructive personage, his loss is deeply mourned by all classes of Irishmen. The fact that he was a Home Ruler added to his popularity beyond the walls of his college.

Shortly after Dr. Haughton's death Dr. Poole died, thus within a year making three deaths among the seven Senior Fellows. A few weeks since Arthur Palmer, Professor of Latin, passed away, after a long illness. He led a secluded life, and was a strong Conservative; hence he was scarcely known in public life, but as a classical scholar he was unrivalled, whether in learning, in style and insight, or in exquisite taste.

On December 7 Trinity College gave a banquet in honour of the centenary of the death of Edmund Burke. About 108 distinguished guests were present, including the Lord Lieutenant, and Irishmen holding important posts or notable in the world of letters. The dining-hall was brilliant with coloured lights, flowers, plants, and the College plate; and Burke's portrait was wreathed in laurel. The table was in the shape of a St. Andrew's cross, which appeared to give such a position to the speakers that they were very badly heard—a great drawback to the success of the evening. The speeches of Mr. Lecky and Professor Dowden were the most remarkable, especially that of Dr. Dowden, which is perhaps the most beautiful and just criticism of Burke he has yet put forth.

Sir Rowland Blennerhassett delivered rather an interesting address a few weeks since at Queen's College, Cork, in which he holds the post of President. He gave an historical account of Universities in Europe, and pleaded for the value of small and numerous Universities rather than large and few central ones, ending by demanding a University for Cork. He adduced the example of Germany in support of his view, and his address was of much interest as an abstract argument, but practically it will have no effect whatever. It would be hard enough to get one additional University established in Ireland—a Catholic University—without attempting more, nor is there any reason why Galway and Belfast should not have their colleges raised to the rank of Universities as well as Cork. He said nothing as to where the funds were to come from or who was to control "Cork University."

Meantime, we have had two manifestoes from the bishops anent the Catholic University. A lively Dublin weekly, *Irish Figaro*, in discussing current topics, mentioned the general belief that Archbishop Walsh had supported the candidature of Dr. McGrath, Secretary of the Royal University, for the Presidentship of Galway College, whereupon the Archbishop wrote to *Figaro* and to the dailies, emphatically denying that he had mixed himself up in any way with the "Godless Colleges," and took the opportunity to put forth a lengthy defence of the scheme of a Catholic University against the recent attacks of the Orange party. He justly pointed out the absurdity of a small minority's expecting that the whole of Irish education is to be settled solely according to their wishes.

More recently Bishop O'Dwyer delivered an address on the same subject, and, adverting to the delay in realizing a project to which "all" are practically agreed, suggested that a Bill could be brought into the House of Lords next session if time could not be made for it in the Commons. He pointed out that strong public support and agitation were needed to get the matter settled. This is just what is up to the present not forthcoming. The Catholic laity appears to be largely made up of two parties—those who belong to a class that makes no use of University education and is ignorant and uninterested, and an upper class that dreads an education entirely in the hands of the Church. Hence, the bishops have never been able to rouse a vigorous national agitation. Those who object to a clerically controlled University are

social injury from the power of the trial with which to carry measures. We union, and, if the majority in Ireland us education, they should have it; but re it. A public meeting will be held h may throw some light on this point.

system continue to appear from two to desire a better use of the endow- d, on the other hand, from those who think the endowment should be ger lies in this latter proposal which to. The grant derived from the nd spent on technical education; in £80,000 to primary and £40,000 to ued that in Ireland, as in England, echnical education. If educationists intermediate system *without offering* then this demand. Now in England neral education; in Ireland there are ment is therefore fallacious. Techni- l if the lower classes could not read, upper classes were reduced to the days, left without either solid mental Those who wish the present endow- ucation should keep this danger in

Campbell College apparently has not improved since the sensational trial of last year. A new staff of masters was appointed; Mr. McNeill was supposed to have the confidence of the trustees, and it was hoped that all would now go well. We hear, however, that the matron, with her assistant, has left, her place being taken by a man, and that some of the masters have been given notice to leave. The number of boys, two years ago three hundred, is now about one hundred, and some of the scholarships have been withdrawn. The school was inspected six months since by Professor Mahaffy and Mr. Russell, F.T.C., but their report has not been made public. The school is largely endowed, possesses fine buildings, is regularly inspected, and governed by trustees; yet these are the results.

Alexandra College had a festival evening, "Student's Day," on December 10, when the Countess Cadogan and Lady Betty Balfour were present and "By Degrees," a play composed by Miss Sara Gyles, was performed. On the 1st December, the distribution of prizes in Alexandra School took place. There are now three hundred and five students in the College and about three hundred and seventy in the school.

The case of Mrs. Sullivan has not yet been settled. It appears that Mrs. Sullivan, the mistress of Leixlip National School, was dismissed by her manager—to leave next day. She has a high record of thirty-two years. In accordance with the Maynooth Resolutions, she appealed to the bishop of her diocese, who is Dr. Walsh, Archbishop of Dublin. He replied, that, as it was a summary dismissal, without the usual three months' notice, he could not interfere. A largely-signed memorial, sent to the Archbishop by the inhabitants of Leixlip, received the same answer. If the Maynooth Resolutions can be so evaded, they are useless as a protection to the teachers.

BEDFORD COLLEGE FOR WOMEN.

At a Council meeting held on December 10, Miss Penrose laid her resignation of her post as Principal in the hands of the Council of the College; this was received with much regret. At a Council meeting held subsequently, Miss Beatrice Edgell, B.A., was appointed to the Professorship of Mental and Moral Science. The names of the following Bedford College students appear in the B.A. and B.Sc. Honours Lists:—Rose Monkhouse, First Class Honours, English; N. M. Catty, Third Class Honours, Mental and Moral Science; B. Rickword, Third Class Honours, Classics; E. E. Humphrey, Second Class Honours, Physics, and Third Class Honours, Chemistry. Agnes Kelly, a former student of the College, now working chiefly at University College, took First Class Honours in Zoology, and was awarded the University Scholarship. F. Greatbach, also a former student, took First-Class Honours, French, deserving a prize.

SCHOOLS.

CHELTEMHAM LADIES' COLLEGE.—The following pupils, who passed the B.A. Examination of the University of London, have taken Honours:—Frances Goslin, First Class Honours in French; Lily Baker, Second Class Honours in French; Kate Gaymer, Third Class Honours in English.

HAILEYBURY COLLEGE.—After an examination, held December 1-2, the following were elected to the Senior Scholarships, open only to boys in the school:—C. A. Henderson, £40; H. H. Batten, £40; H. J. Couchman (Modern Side), £40; W. Cardwell, £30; G. S. Oldie (Modern Side), £30. In the Junior, open to all comers:—O. L. V. Simpkinson, £50; A. R. Gidney (Bowden House School, Harrow), £40; A. L. Jones (Priory School, Bedford), £40; J. R. P. Postlethwaite, £30; L. A. Speakman (Arnold House, Llandulas), Modern Side, £30; E. T. Dawson (Cliff House School, Southbourne), under thirteen, £30. Since July, 1897, the following distinctions have been gained by past or present members of the school:—R. H. Couchman, R. T. L. Parr, Second Class, Literæ Humaniores, Oxford; T. P. W. Nesham and W. S. D. Craven passed into the R.M.A.; F. E. G. Talbot (1st), R. S. May (22nd), both direct from the school, R. J. F. Meyricke, W. W. Muir, A. S. Hay, W. R. Friend, A. G. N. Wood, A. G. Shea, into the R.M.C.; Rennell Roidl has received the Star of Ethiopia from King Menelik, and has published another volume of poems, "Ballads of the Fleet"; R. T. Blomfield's "History of Renaissance Architecture in England, 1500-1800," F. W. Bourdillon's "Minuscula," and Frank Podmore's "Studies in Psychical Research," have all been favourably received; J. E. Harley has gained a Major Scholarship at Trinity College, Cambridge; and J. S. C. Douglas a Science Exhibition at Christ Church, Oxford. Some alteration has been made in the Sunday work that is worth recording. Instead of the preparation and lesson lasting an hour and a half in the afternoon, the time for both has been cut down to an hour; and three times during the term, in place of both preparation and lesson, sacred concerts have been held in the chapel. Instrumental and vocal music have been performed, elucidated by short printed programmes. Those boys, a very small number, who do not elect to listen to music spend the time in reading solid books, under supervision. The annual Confirmation was held on November 17 by the Bishop of St. Albans. The health of

the school has been remarkably good during the whole term, which ended on December 22.

HIGHBURY HIGH SCHOOL.—The Company's Scholar this year is Violet Hannay Clapham, and the Clothworkers' Exhibitioner Grace E. Stubbs. Five girls passed the London Matriculation Examination in June, in the First Division, of whom Millicent Annie Barber, who was bracketed first of the candidates from the Company's schools, won the Reid Trust Scholarship (£40 a year for two years), tenable at Bedford College. Katie Aldwinckle, who stood third, has since gained an open scholarship (£50 a year for two years) at Westfield College.

MANOR MOUNT GIRLS' COLLEGIATE SCHOOL, FOREST HILL, S.E.—The annual distribution of prizes and certificates was held in the school hall on November 13. The chair was taken by the Rev. Canon Quennell, M.A., and the prizes and certificates were distributed by Miss Oxenham Cocks. Speeches relating to the education of girls were made by J. H. Selfe, Esq., who also read the examiner's report, Dr. Klein, Miss Carta Sturge. The school was examined and inspected in July by Miss A. J. Cooper, late Headmistress of Edgbaston High School.

ROSSALL.—Elegiacs, Latin Prose, Classical Literature, Prizes gained by W. K. Armitstead; Examination Prizes in Upper VI., by W. K. Armitstead, G. R. Pocklington, F. R. G. Duckworth. Carter Divinity: C. J. Bush and H. Fyson. English Literature, R. J. Shirt. W. K. Armitstead, Exhibition, Hertford College, Oxford; G. R. Pocklington, Exhibition, Balliol College. The annual singing competitions were held on December 20, when the House Cup was won by Batson's; the solos by E. L. Anson and F. L. Williamson. Christmas holidays began December 21, and will end January 27, 1898.

PRIZE COMPETITIONS.

THE Translation Prize for December is awarded to "Capitaine Fracasse."

The winner of the Translation Prize for November is G. E. Dartnell, Esq., Salisbury.

The Extra Prize is divided between "Tremella" and "M.L.G."

Toute une montagne évidée à l'intérieur, avec des crêtes de ruines sur sa tête; deux ou trois étages d'appartements et de corridors souterrains qui paraissent avoir été creusés par des taupes colossales; d'immenses décombres; des salles démesurées dont l'ogive a cinquante pieds d'ouverture; sept cachots avec leurs oubliettes pleines d'une eau croupie qui résonne, plate et morte au choc d'une pierre; le bruit des moulins à eau dans la petite vallée derrière le château, et, par les crevasses de la façade, le Rhin avec quelque bateau à vapeur qui, vu de cette hauteur, semble un gros poisson vert aux yeux jaunes cheminant à fleur d'eau et dressé à porter sur son dos des hommes et des voitures; un palais féodal des Landgraves de Hesse changé en énorme masure; des embrasures de canons et de catapultes qui ressemblent à ces loges de bêtes fauves des vieux cirques romains, où l'herbe pousse; par endroits, à demi engagée dans l'antique mur éventré, une vis de Saint-Gilles ruinée et comblée dont l'hélice fruste à l'air d'un monstrueux coquillage antédiluvien; les ardoises et les basales non taillées qui donnent aux archivoltes des profils de scies et de machoires ouvertes; de grosses douves ventrues tombées tout d'une pièce, ou, pour mieux dire, couchées sur le flanc comme si elles étaient fatiguées de se tenir debout—voilà le Rheinfels. On voit cela pour deux sous.

By "CAPITAINE FRACASSE."

A whole mountain with its centre scooped out and ruins capping its crest; two or three stories of underground rooms and galleries like burrows of gigantic moles; huge masses of tumbled rubbish; spacious halls, the groings of which span gaps of fifty feet; seven dungeons, their oubliettes full of stagnant water, re-echoing dull and hollow the splash of a down-dropped stone; the clack of water-mills in the glen behind the castle, and, through the chinks in the front wall, the Rhine, dotted with steamboats and looking from this height like some great yellow-eyed green fish, gliding along the water's surface, trained to bear upon its back men and carriages; a feudal palace of the Landgraves of Hesse, now a mere mass of ruined masonry; embrasures for cannon and catapults, recalling to the mind the grass-grown dens for wild beasts which one sees in old Roman circuses; here and there, half buried in the broken-down ancient wall, a winding staircase, dilapidated and choked-up with rubble, the decayed spiral of which suggests some monstrous antediluvian snail-shell; the undressed blocks of slate and basalt producing in the archivolts edges jagged as saws or as gaping jaws; great bulging escarp walls, capped all of a piece, or rather lying flat upon their sides as though weary of long standing—there you have the Rheinfels. And all this you may see for one penny.

(Continued on page 52.)

MESSRS. METHUEN'S LIST.

WORKS BY A. M. M. STEDMAN, M.A.

Initia Latina: Elementary Lessons in Latin Accidence. Second Edition. Fcap. 8vo, 1s.

First Latin Lessons. Fourth Edition, Enlarged. Crown 8vo, 2s.

First Latin Reader. With Notes adapted to the Shorter Latin Primer and Vocabulary. Third Edition. 18mo, 1s. 6d.

Caesar.—The Helvetian War. With Notes and Vocabulary. 18mo, 1s.

Livy.—The Kings of Rome. With Notes and Vocabulary. Illustrated. 18mo, 1s. 6d.

Easy Latin Passages for Unseen Translation. Fifth Edition. Fcap. 8vo, 1s. 6d.

Exempla Latina: First Exercises on Latin Accidence. With Vocabulary. Crown 8vo, 1s.

Easy Latin Exercises on the Syntax of the Shorter and Revised Latin Primer. With Vocabulary. Seventh and Cheaper Edition, Revised. Crown 8vo, 1s. 6d. Issued with the consent of Dr. KENNEDY.

A new and cheaper edition, thoroughly revised by Mr. C. G. Botting, of St. Paul's School.

The Latin Compound Sentence: Rules and Exercises. Crown 8vo, 1s. 6d. With Vocabulary, 2s.

Notanda Quaedam: Miscellaneous Latin Exercises on Common Rules and Idioms. Third Edition. Fcap. 8vo, 1s. 6d. With Vocabulary, 2s.

Latin Vocabularies for Repetition: Arranged according to Subjects. Sixth Edition. Fcap. 8vo, 1s. 6d.

A Vocabulary of Latin Idioms and Phrases. 18mo, 1s.

Steps to Greek. 18mo, 1s.

Easy Greek Passages for Unseen Translation. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Vocabularies for Repetition. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Testament Selections. With Introduction, Notes, and Vocabulary. Third Edition. Fcap. 8vo, 2s. 6d.

Steps to French. Second Edition. 18mo, 8d.

First French Lessons. Second Edition. Crown 8vo, 1s.

Easy French Passages for Unseen Translation. Third Edition. Fcap. 8vo, 1s. 6d.

Easy French Exercises on Elementary Syntax. With Vocabulary. Crown 8vo, 2s. 6d.

French Vocabularies for Repetition. Fifth Edition. Fcap. 8vo, 1s.

SCHOOL EXAMINATION SERIES.

EDITED BY A. M. M. STEDMAN, M.A.

Crown 8vo, 2s. 6d.

French Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Ninth Edition.

A KEY, issued to Tutors and Private Students only, to be had on application to the Publishers. Second Edition. Crown 8vo, 6s. net.

Latin Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Eighth Edition.

KEY (issued as above), 6s. net.

Greek Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Fifth Edition, Enlarged.

KEY (issued as above), 6s. net.

German Examination Papers in Miscellaneous Grammar and Idioms. By R. J. MORICH, Manchester Grammar School. Fifth Edition.

KEY (issued as above), 6s. net.

History and Geography Examination Papers. By C. H. SPENCE, M.A., Clifton College. Second Edition.

Science Examination Papers. By R. E. STEEL, M.A., F.C.S., Chief Natural Science Master, Bradford Grammar School. In Three Vols. Part I., Chemistry. Part II., Physics.

General Knowledge Examination Papers. By A. M. M. STEDMAN, M.A. Third Edition.

KEY (issued as above), 7s. net.

RECENTLY PUBLISHED.

The Decline and Fall of the Roman Empire. By EDWARD GIBBON. A New Edition. Edited, with Notes, Appendices, and Maps, by J. B. BURY, M.A., Fellow of Trinity College, Dublin. In Seven Volumes. Demy 8vo, gilt top, 8s. 6d. each; crown 8vo, 6s. each. Vol. IV.

A Short History of Rome. By J. WELLS, M.A., Fellow and Tutor of Wadham College, Oxford. With 4 Maps. Crown 8vo, 3s. 6d. [Ready.]

A Primer of Wordsworth. By LAURIE MAGNUS. Crown 8vo, 2s. 6d.

A Primer of the Bible. By Prof. W. H. BENNETT. Crown 8vo, 2s. 6d.

Voces Academicæ. By C. GRANT ROBERTSON, M.A., Fellow of All Souls, Oxford. With a Frontispiece. Fcap. 8vo, 2s. 6d.

This is a volume of light satirical dialogues, and should be read by all who are interested in the life of Oxford.

Demosthenes against Conon and Callicles. Edited, with Notes and Vocabulary, by F. DARWIN SWIFT, M.A., formerly Scholar of Queen's College, Oxford; Assistant-Master at Denstone College. Fcap. 8vo, 2s.

Taciti Agricola. With Introduction, Notes, Map, &c. By R. F. DAVIS, M.A., Assistant-Master at Weymouth College. Crown 8vo, 2s.

Taciti Germania. By the same Editor. Crown 8vo, 2s.

Passages for Unseen Translation. By E. C. MARCHANT, M.A., Fellow of Peterhouse, Cambridge, and A. M. COOK, M.A., late Scholar of Wadham College, Oxford; Assistant-Masters at St. Paul's School. Crown 8vo, 3s. 6d.

This book contains two hundred Latin and two hundred Greek Passages, and has been very carefully compiled to meet the wants of V. and VI. Form boys at Public Schools. It is also well adapted for the use of Honourmen at the Universities.

Exercises in Latin Accidence. By S. E. WINBOLT, Assistant-Master in Christ's Hospital. Crown 8vo, 1s. 6d.

"Accurate and well arranged."—*Athenæum*.

Notes on Greek and Latin Syntax. By G. BUCKLAND GREEN, M.A., Assistant-Master at the Edinburgh Academy, late Fellow of St. John's College, Oxon. Crown 8vo, 3s. 6d.

A Digest of Deductive Logic. By JOHNSON BARKER. Crown 8vo, 2s. 6d. A short introduction to logic for students preparing for examinations.

METHUEN & CO., 36 ESSEX STREET, STRAND.

HEADMASTERS' CONFERENCE.

THE Conference of Headmasters met on Wednesday, December 22, at the College of Preceptors. The attendance was scanty. On the first day there were present thirty-eight headmasters and some thirty assistant-masters, but on the second day the numbers were considerably reduced. The chair was taken by the Rev. the Hon. E. LYTTELTON.

A Central Educational Authority.

The Rev. Dr. FEARON (Winchester) moved: "That, in the opinion of the Conference, the establishment of a central educational authority, on the general lines recommended by the Royal Commission on Secondary Education, is the essential starting point in any sound movement towards the reform of secondary education." The resolution, he said, was practically the same as that which was passed almost unanimously just about two years ago. That resolution was proposed by himself and seconded by the Headmaster of Harrow, and it was carried with only one dissentient [Mr. Dunn] who was no longer among them to enlighten them with his brilliant paradoxes and eminent wisdom. If the resolution were carried, he would propose a rider to the effect that a copy of the resolution should be sent to Lord Salisbury, the Duke of Devonshire, Mr. Balfour, and Sir John Gorst. The whole purpose in view was to strengthen the hands of the Government, or to stimulate them if they required stimulation. Rumour said that the Government, in the forthcoming Bill, intended to reserve this point of establishing a central authority. There was a distinct danger of patchwork legislation instead of proceeding on a logical basis. If new powers were given to local authorities without considering who the central referee was to be, they would find themselves in a mess. Whenever difficulties arose as to delimitation, appeals, &c., the infallible answer was: "This must be referred to the central authority." The question now to weigh was whether they were contented to leave matters to the combination of central authorities at present existing or whether they felt, for the good of education, that some more expert and some more able authority should be constituted, such as was recommended by the Royal Commission. Every one knew what the recommendations were. At present, in case of any question arising needing the advice or decision of a central authority, it went to the Charity Commission, the Science and Art Department, or the Education Department. He did not think the Charity Commission was a fit body to deal with such matters, and, as a matter of fact, it was very clumsy and very dilatory in its operations. It seemed to him exceedingly important to speak out. The Government were said to be afraid of opposition from the bigger schools. This fear, he believed, was groundless. All the schools represented at this Conference were (like his own, of course) presumably perfect, but, even if they were conscious of any vulnerable points, he believed the Headmasters had large enough views to accept a measure of control and organization which was for the good of the nation at large.

The Rev. G. C. BELL (Marlborough) seconded the resolution. Referring to the four central authorities who now had influence in their schools, he said that, though they had no fault to find with the Charity Commissioners' work, their action had been very slow and dilatory. The Science and Art Department influenced only certain branches of education, and those the least humanizing. By throwing all their weight into one scale they were upsetting the balance, and doing distinct harm to educational progress. The Education Department was fitted to raise the standard of education in elementary schools, but knew nothing of secondary schools. A new and central authority was eminently required in the best interests of secondary education.

The CHAIRMAN put the resolution, which was carried unanimously, and it was resolved to forward copies of the resolution to Lord Salisbury, the Duke of Devonshire, Mr. A. J. Balfour, Sir John Gorst, and members of the Houses of Lords and Commons.

The Differentiation of Schools.

The Rev. W. H. KEELING (Bradford) moved the second resolution:—"That an official differentiation, by a central educational authority, between the aims and curricula of primary and secondary schools is necessary; and that in such differentiation, while the leaving age must be the initial guide for the classification of schools, due regard must be had to the wider scope and influence of secondary education." This resolution followed naturally on the one that had just been carried. A central authority would have to deal with higher-grade elementary schools. These had been set up partly by the action of the Education Department and partly by the Science and Art Department. For the most part there were organized science schools attached to the upper portions of all these schools; and in these classes there was no limit of age and no limit of curriculum. They kept boys to the age of sixteen, seventeen, and even beyond. These schools proposed to make a further move in the direction of commercial education, and make a modern side. The schools were free, and scholarships were provided from the local taxation. In some a small fee, from 1d. to 9d. a week, was charged, and this covered the cost of books. At least half of the pupils in these

schools paid nothing for education, and had books, and often a maintenance allowance, thrown in. In this way a steady and active competition had been set up between the old endowed schools and the new Board schools. Moreover, the Science and Art Department was bringing pressure on these schools to keep their pupils as long as possible by confining the grants to those who took the three years' course. By this action they were doing away with what had been the difference between primary and secondary education, were taking away the boys who would go to the grammar schools, and so were embarrassing the financial position of these schools. The Board schools were doing a great national service in raising the standard of national education. But it should not be difficult to differentiate between the primary and the secondary education. The two systems should be complementary, not antagonistic. This, according to the evidence of Lord Reay, had been done in Holland and in every Continental country, and there should be no difficulty in deciding the difference here. The great thing was to fix the curriculum for each kind of school. In the Conference, three years ago, they solved the difficulty by fixing a limit of age (fourteen) for higher-grade schools, but the mover of the resolution acknowledged that this was a *reductio ad absurdum*. Parliament would never agree to such a limit. But it was quite possible to fix the curriculum to suit pupils leaving at fifteen or sixteen. To do this would be the duty, imposed by Parliament, on the central authority. If, at the same time, the grammar schools were strengthened financially, things would right themselves. He thought they should maintain the old national system, which had done so much in the past. The resolution was a fair and honest attempt to bridge over a great difficulty, and was in the interests of the national welfare. It was a valuable step in the way of national education.

Dr. Gow (Nottingham High School) did not think it worth while to raise difficulties about the encroachment of Board schools. If people wanted cheap schools, they would have them. In Nottingham and other manufacturing towns people of very limited incomes paid as much as £30 a year to the school rate, and the rate was put up in order to provide for the children of such parents. His complaint rather was that elementary schools were absolutely without a definite aim or curriculum. On the Code as it stood he had calculated that there were 720 possible curricula for children under thirteen. No two schools were alike, and thus it was impossible to raise a discussion upon elementary education. In regard to secondary education, he thought it might be improved by a more definite plan and by different types of schools. As to the functions of the Council in regard to secondary education, it would very much facilitate the organization of experiment. There were dozens of experiments being tried that nobody outside knew anything about, and the results were not carefully watched and compared, and were not published. If there were a central education authority, it would become the recording angel of such experiments. He heartily seconded the resolution.

Mr. H. W. EVE (University College School, London) said that this question of delimitation had been fully discussed by the Joint Committee. That Committee had carried an elaborate resolution embodying two principles capable of various interpretations, the working out of which must be left to the central authority. The higher-grade schools were supplying a national need, and he hoped that the Conference would do nothing that would tend to damp popular enthusiasm.

Dr. FIELD (Radley School) said that the antagonism between higher-grade and grammar schools was to be found only in the North of England. At Canterbury they had an excellent middle-class school, and there was no rivalry between it and the King's School. In some places where there were not those large endowed schools it might be a much more economical plan to allow an elementary school to extend itself in rather higher regions than otherwise it might do than to create a new school. There might be conditions that would render it unwise to create a new secondary school, and the needs might be satisfied by allowing an elementary school to expand its curriculum. He merely wished to deprecate the idea that the curriculum should be drawn too narrowly. The curriculum might be determined with elasticity by some body which had not merely authority over both sets of schools, but interests in both sets of schools.

The resolution was put to the Conference and carried unanimously. It was agreed to send copies to the Ministers whose Departments were concerned.

Classical Entrance Scholarship Examinations.

The Rev. H. W. MOSS (Shrewsbury) moved: "That this Conference gives a general approval to the recommendations of the Committee with regard to classical entrance scholarships." The recommendations of the Committee, which were afterwards discussed and submitted as particular resolutions, were:—(1) That entrance scholarships should not be given in such a way as to encourage specialization at an early age; (2) that, in order to meet the wishes of the Committee of Headmasters of Preparatory Schools, the Greek in scholarship examinations should not be marked as high as the Latin; (3) that no Latin verse composition paper should be set in entrance scholarship examinations for boys under fourteen, but that a knowledge of quantities and ordinary

scansion be demanded." Mr. Moss said that these were the resolutions passed in 1895 and 1896. In a *résumé* of what has led to the movement for change he referred at considerable length to the resolutions passed by the conference of preparatory-school masters. In a poll that had been taken of the preparatory masters, 120 had pronounced in favour of the first resolution, and only 3 against; 96 were for the abolition of Latin verse, and 30 against; 95 were in favour of lowering the standard in Greek, and 31 against. He thought that a strong case had been made out for meeting the views of these gentlemen; they were experts, and could estimate the needs of their pupils far better than public-school masters. What they desired was that the character of the scholarship examinations should not be such as to make it necessary for them to specialize prematurely, to the injury of their pupils and the injury of the development of their education. He should not be dealing honestly with the Conference, however, without mentioning another factor in the problem, and that was the requirements of their own schools. What was the primary object of most of them, the headmasters, in arranging their scholarship examinations? Undoubtedly it was to attract to their schools a few boys of ability. Those *Croesus* of headmasters at Eton and Winchester might arrange their examinations with a single eye to the needs of preparatory schools, but schools that possessed fewer scholarships—and those of less value—were obliged to look at matters in a more selfish way, and for those of them who were in that position it was of the first importance that their examinations should be arranged so as to discover boys of real promise. It was obvious that when a bright boy passed through the school he raised the reputation of the school and excited emulation in the classes. He gravely doubted whether the best way to get such a boy was to institute an examination that would most agree with the ideas of the preparatory-school masters. Thus history and geography were subjects capable of being crammed as mainly tests of memory. As to the second resolution, the system of marking Greek had been adopted for years in Shrewsbury with satisfactory results. As to Resolution III. he believed that a boy would derive greater benefit from Latin verse if he began it at fourteen than if he had started at an earlier age. The Conference was asked in the first place to approve generally the recommendations of the Committee, and the separate resolutions would be considered afterwards. He thought they owed a deep debt of gratitude to the preparatory-school masters, and it was plain from the letter they had sent them that the passage of these proposals would be regarded as a substantial concession to their desires.

The Rev. Dr. FIELD (Radley) seconded the first general resolution.

The Rev. Dr. FEARON (Winchester) cordially supported the recommendations. At first when the movement was started he feared there would be no practical result. But he could say that at Winchester they had been moving in the direction of the resolutions. He held that they got the best turn-out of scholars by examining them in a variety of subjects and not encouraging specialization, and in five out of six cases those boys turned out the best scholars. The first two resolutions had been acted on absolutely for some years past. He had been reducing Greek more and more; Latin in their scholarships counted four times as much as Greek, and there had been encouragement to geography, history, French, and other subjects, by always giving a full allowance for each single paper; out of fourteen scholars eight or nine were elected straight off by the aggregate of marks, and in cases where they had chosen for special merit in one subject they often found they had made a mistake. His experience favoured the election of boys who had done well all round rather than of those who had done well specially. Therefore, he for one most cordially welcomed the recommendations. At Winchester they had acted absolutely on I. and II. and were quite ready to act on III. He entirely agreed with the Headmaster of Shrewsbury in supporting the third resolution, and he had not the slightest doubt they would get as good scholars by acting on it as otherwise.

The Rev. G. C. BELL (Marlborough) stated that he followed the method pursued at Shrewsbury. There was one matter on which he had some doubt. Some boys at an early age showed a distinct faculty for mathematics, and if that was neglected it was a waste of the boy's power. The same could be said of music. Children were born with distinctive faculties. He must confess that when a boy came to them with such gifts they were all inclined to give him high honour. That, he supposed, would encourage the preparatory-school master to say that they were specializing at an early age. Then how were they to act? Were they to give a low mathematical examination which would indicate no mathematical faculty at all? On the other hand, if they were giving an adequate test, were they not encouraging specialization? He confessed that this was his difficulty, and he hoped there would be some one to show how the conflicting positions could be reconciled.

Dr. H. A. JAMES (Rugby) said that, besides Mr. Moss's reason for electing scholars, there was a more general and generous one, the wish to bring to the front poor boys of ability, and give them a chance of making their way in the world. They desired able boys for two reasons: they wanted interesting pupils, and they wanted possible winners of University scholarships. A University did not recompense all-round talent, and neither did the colleges. Therefore, if they were to succeed at the Universities—and that must be taken as legitimate and an honest ambition—it was clear that they could not be content merely to send

up all-round boys, but that they must have boys who would do specially well in certain special subjects. The Master of Winchester had said that an all-round boy would turn out as good a specialist as a specialist boy at the start. That might be true of Winchester or Rugby; it was not true of such a school as Rossall. To judge by his experience there, the mediocrity one would secure by an all-round entrance examination would never win a college scholarship. Hence he could not quite accept what the Headmaster of Winchester said on that point. And he questioned whether early specialization was altogether a bad thing; the tendency in great schools up to a certain point—the sixth form—had been to become broader, and in this way they had undoubtedly lost something. The fifth form in the public schools was only doing the work in classics which the fourth form was doing some years ago. But the question was whether, while broadening their education, they were not tending to narrow it at the preparatory schools. He was not quite clear in his mind on this subject. He was not clear as to what the preparatory masters meant by “undue” specialization. At the very earliest age he should like to see a certain amount of extra time, either for classics or mathematics, given to boys who showed an aptitude for either subject. There were points in all the resolutions which he could not entirely approve; but, with limitations in the sense he had indicated, he had no objection to vote in favour of them.

Mr. FIELD said that, unless they were prepared to adopt the Winchester system, the first resolution would remain no more than a pious aspiration. As the headmaster of a smaller school he agreed with Dr. James that they could not safely do as Winchester did.

The Rev. H. A. DALTON had tried at Felsted the Winchester plan, and been forced to abandon it. He wished to know whether by voting for the resolution he would bind himself to follow Winchester.

The CHAIRMAN: No member is binding himself to any practical action either by his speech or his vote. The experience of many years warrants me in saying so.

The Rev. A. J. GALPIN (King's School, Canterbury) asked what the preparatory masters really required. Did they ask for separate papers in divinity, history, geography, and French, or would they be content with a general paper? In the latter case, such a paper was generally set, though no great value was attached to it. Or would they like alternative papers? He greatly feared that by favouring a multiplicity of subjects they were increasing the difficulty of preparatory masters.

Dr. GREY (Bradfield College) asked whether Mr. Moss would accept the insertion of “undue” before “special.”

Dr. WILSON (Lancing College) said he thought, if the Winchester plan was adopted, there would be a danger of making an undue number of subordinate honour subjects besides classics and mathematics.

The Rev. W. H. FLECKER (Dean Close School, Cheltenham) considered there would be a tendency to make the burden on the boys of grammar schools greater still. He thought the boys were much more likely to study such subjects as history and geography satisfactorily when their studies had been first directed to such subjects as Latin and Greek. To his mind the cram of history and geography was infinitely more fatal than the cram of Latin and Greek.

The CHAIRMAN, interposing, said that, if they placed the additional subjects on their papers, they would only increase the burden of the boys. The solution, he thought, should be on the lines suggested by the Headmaster of Lancing. The examination of a boy entering for a classical scholarship would be on the old lines. The same number of marks should be allowed to Latin, but fewer marks would be allotted to Greek, and the remaining marks to other subjects. What had been proposed was that general knowledge should be considered up to the age of fourteen, and from fourteen to eighteen they should specialize. At Haileybury they had been great offenders in the way of specializing, but his intention was to take the earliest opportunity of gradually moving in the direction advocated by the Headmasters' Conference. Dr. Fearon's experience was most important, and he himself failed to see any reason for the distinction that had been drawn between large and small schools. The preparatory-school masters had for the last three years devoted an enormous amount of time to this question, and had arrived at practical unanimity. What was their motive? It could only be a jealous regard for the best interest of their boys, and a belief that under the present system the education of boys up to fourteen was being seriously damaged.

Mr. J. S. PHILLPOTTS (Bedford Grammar School) supported the general recommendations of the Committee with regard to the entrance scholarships. They should do all they could to aid the advance of national education and infuse it into the national life. It was also a serious responsibility to consider whether they were not interfering with the best course of education for boys—a course which, but for them, would have been adopted by preparatory masters. Secondary education did not aim at producing immediate results, and he felt that the moment their eyes were opened to the representation of the facts by the preparatory-school masters they would do all they could to aid them.

A vote was then taken on the general proposition, and it was agreed to *nem. con.*

On the first of the recommendations being submitted separately as a resolution,

Mr. J. S. PHILLPOTTS spoke in support of it. He said it was

desirable to exclude a commercial element that was creeping in, especially among parents. He had had warning of its existence in France from letters sent to him.

After some remarks by Mr. JAMES (Malvern College), Mr. MOSS (Shrewsbury) replied. He said he considered the best solution to the difficulty was by qualifying papers.

Dr. GRAY (Bradfield) moved the insertion of the word “special” before the word “specialization”; but on a vote the amendment was negatived, and the original clause carried.

Clause II. was carried *nem. con.*, but on Clause III. considerable discussion arose. Mr. A. L. FRANCIS (Tiverton, Blundell's School) proposed as an amendment: “That, in any entrance scholarship examination for boys under fourteen in which Latin verse is set, there should be an alternative paper.” The amendment was seconded by Mr. FLECKER (Cheltenham, Dean Close School), who considered the proposal would be in favour of boys who were not able to go to preparatory schools. Mr. PHILLPOTTS maintained that this was a rider, not an amendment. It was suggested that the words “under fourteen” should be withdrawn from the amendment; but the CHAIRMAN ruled that it could not be put in that form. The amendment was then put, and the CHAIRMAN, on a show of hands, declared it carried. Another vote was called for, and this time the amendment was negatived by 14 to 13 votes. Dr. JAMES (Rugby) called for a poll, and, voting papers having been issued, the amendment was carried by 17 to 12 votes.

The Organization of the Conference.

The CHAIRMAN moved several resolutions with regard to the better organization of the Conference. After some formal discussion the following were carried:—(a) That, with a view to the better organization of the Conference, Sub-Committees be appointed to deal with separate subjects, as may be determined, who shall in each case report to the Committee. (b) That the chairman of each Sub-Committee be a member of the Committee and be appointed by the Committee. (c) That each Sub-Committee consist of four members, in addition to the chairman, with power to add to their number. (d) That, of the members of each Sub-Committee, two at least be appointed by the Committee, who shall not be members of the Committee, and two be appointed by the Conference. (e) That Sub-Committees be appointed to deal with such subjects as the following:—(1) Parliamentary; (2) Universities; (3) Public examinations; (4) Training of masters, pensions, &c. (f) That each member of the Conference be required to nominate, on or before December 1, three members for election to fill the vacancies upon the Committee. (g) That the names of those who have obtained five or more nominations be submitted, with their consent, to the Conference for election, and that the votes of the Conference be taken on the second day on the question by voting papers circulated beforehand. (h) That the votes of members not able to be present at the Conference be counted if sent in to the chairman of the Committee by the first day of the Conference.

The Conference then took up private business, and adjourned till Thursday at 10 o'clock.

SECOND DAY.

Professional Training of Teachers.

The REV. G. C. BELL (Marlborough) moved: “That this Conference regards with much satisfaction the steps that are being taken in many quarters to promote the professional training of teachers, and accepts the principle that any man definitely selected for a mastership in any school connected with the Conference must produce adequate evidence of practical efficiency as a teacher; failing this, he shall be considered only as a probationer until he has gained a teaching diploma, of which an essential condition shall be the certificate of the headmaster of the school in which the probationer has served.” A friend who had seen his resolution in print had asked him whether he was not deliberately riding for a fall, but he still hoped that, even if the Conference did not pass it as it stood, it would carry some amendment that would give a definite impulse to training. He would spare the Conference any dissertation on the subject or upon objections that might be urged against it, or upon details of methods and systems. The dissertation had been delivered in another place, and a copy of it might be found in the *Preparatory School Review* for July. His stronger reason for not haranguing them on the subject was that he was speaking to a body which, for now nearly a quarter of a century, had over and over again affirmed the importance, advantage, and use of training, and the younger members of the profession who had not attended the meetings might be referred to the appendix of the Parliamentary Report on the Registration of Teachers. That appendix was drawn up by the present Archdeacon of Manchester, and it showed that a past generation had favoured training at a time when the reasons for it were not so obvious as at present. Beginning with 1871, year after year to 1879, with one single exception, that of 1874, the Conference had pressed the subject on the Universities and on their own members through the Committee; and since then the subject had come up at intervals, and the Conference had again and again expressed approval of training and a belief in its necessity. The Conference was in fact so deeply pledged that no one had yet ventured to imitate the courage of the two adverse witnesses

who appeared before the Royal Commission, and, if any one ventured, he should listen with interest and surprise tempered with other feelings. They had reason to believe that the English public-school education was in some respects the best in the world, but they could not shut their eyes to the fact that the character of the training of their schoolmasters was a defect in their system. After yielding to the force of the argument that training was necessary they had contented themselves with criticizing existing systems of training and showing their failure to fulfil the conditions necessary. More sincere than Marc Antony, they came to bury training, not to praise it. He wanted to put a great question to the Conference—How long were they to be content with this weak position and theoretical good will and practical shilly-shally? If they were content, let them say so, and they would thereby strengthen those who wanted a free hand in dealing with our public schools. But, if not content, they should declare their opinion and seek an improvement in their methods. The Duke of Devonshire, in his recent speech at Giggleswick, had said that “the first requisite in the reorganization of secondary education was that some means should be found of raising the standard of qualifications of the teachers. That was a matter that they might well hope the teachers themselves would take up in their own interest, for it was something very much of a scandal that parents should be tempted, as he was afraid they were in too many cases, to waste their own money, and, what was more important, the time and the opportunities of their children by sending them to inferior schools. It was said that the Universities and the College of Preceptors were taking the matter up and moving in it, but as yet the voluntary agencies had failed to establish a satisfactory test by which the efficiency of secondary schools might be guaranteed. If voluntary effort should fail, the State, or perhaps the authority that had been delegated by the State, might very well be intrusted with revision.” He ventured to think that, if they negatived his resolution or shelved it by the previous question, they would put into the hands of others who would deal with the question a weapon that they would not be slow to avail themselves of. If the Conference moved in the matter, they would find themselves seconded by the Headmasters’ Association, and also by the College of Preceptors, and by many other combinations of teachers. They claimed to be the leaders of English education, but they did not lead on this subject, they lagged behind. If, years ago, they had taken the forward step such as he urged now, they would have made an advance all along the line. He was himself acting on the lines of his resolution. But he was quite prepared to admit that they had not done so much as should have been done. That was so for many reasons. They could not tie their own hands and limit their choice among the best men by imposing on them conditions about which they would not hear a single whisper, if they presented themselves at other schools. Another reason was that the provision for training secondary male teachers had already been on the right lines. For various reasons women had shown themselves far more keen than men in seeking training, and there were several colleges, particularly the training college at Cambridge, which had been doing admirable work with great zeal and efficiency in training women teachers. They ought to show their gratitude to the agencies that had been at work in training. If they would pass this resolution and act upon it they would give an impetus to the training movement in various parts of the country that was much needed. In conclusion, he referred to the very important report of the Joint Committee on Training. This body was originally started by the Association of Headmasters. The Committee also drew to it representatives of the College of Preceptors, the Teachers’ Guild, the Assistant-Masters’ Association, the Assistant-Mistresses’ Association, the Primary Schools Association, and the Association of Principals of the Welsh County Schools. A certain number of representatives of vested interests also acted with them. The report was the product of many meetings held by the Joint Committee. If the Conference decided that untrained teachers should not be permanently appointed until they had obtained a teacher’s diploma, their difficulties would soon vanish. The solution of the problem would be largely in their own hands. The Conference had on the previous day voted to appoint a Sub-Committee on the training of teachers. Through this Committee they would be able to exercise a very powerful influence on the different bodies interested in the training system. If the Government dealt with secondary education, they would have to set on foot some system of training which any Government would be obliged to recognize as offering a satisfactory solution of a very difficult problem. (Cheers.)

The Rev. H. W. MOSS (Shrewsbury), in seconding the motion, said he felt very strongly that the long time that the Conference had been considering the question it would be unfortunate if they were to reverse their former action. He doubted whether those members of the profession who objected to definite action had at all considered the question as reasonable men. What reason was there why the teaching profession should differ widely from all other professions? What would be thought of a lawyer who objected to mastering the principles of his profession and considered that the practice of the Courts would be sufficient to instruct him? What would be thought of a doctor who objected to learning the principles of medicine? He would be considered a mere empiric, who would be brought to book by some

consulting physician called in to advise him in some critical case, or perhaps by some incisive and hard and critical remarks by the coroner in holding an inquest. He thought himself that most of them were guided in their methods by what they remembered of the teaching to which they were subjected when boys. If they happened to have been in the hands of good teachers, their pupils had the benefit. If, on the other hand, they happened to have been in the hands of bad teachers, then their pupils suffered from their misfortunes. But even those who had been under good teachers did not necessarily prove good teachers themselves after all. It was highly probable that a man might imitate the eccentricities of his teacher instead of his excellences, and fancy he was reproducing the counterpart of the methods which he himself had been taught when in reality he was doing nothing better than reproducing a parody. He felt confident also that, unless they were careful, they might bring themselves under very unwelcome legislation. They could do nothing better than pass the resolution proposed by the Master of Marlborough. But, with regard to the latter part of the resolution, he thought it would be well that a headmaster should pledge himself at some definite time to make up his mind with a full sense of responsibility as to whether a teacher who had been employed should be continued in his position and was fit for it.

Dr. H. A. JAMES (Rugby) would like to see substituted in the resolution for “accept the principle,” “will welcome legislation.” He did not believe that any action would avail unless there was definite legislation on the subject. As a matter of example he was quite ready to accept the resolution. The greater schools would no doubt continue to get their teachers from the class they wanted, but there were the lower schools, to which the matter might be more important, and the Conference might, therefore, set the example. But the resolution would be as useless as any they had passed before unless it was connected with definite legislation which would compel everybody to do the same thing. He would put this point, however: What were they to gain, and what did they lose, by having training? He believed there would be a very considerable gain in the teaching of the more elementary subjects. But he did not hold that in the higher branches of teaching training was of any advantage at all. Nor did he think that discipline could be taught. He did not believe that any amount of training would really teach discipline. The real gain would be in the lower forms. A loss, however, would occur among men who now entered the profession, perhaps without any definite resolve to make it their livelihood, but were induced to go on when they had once begun, and a great many of those men turned out extremely valuable masters. Such men might be choked off and go to some other occupation in life, where a preliminary training might be less difficult. So they might lose many very good masters. As regards Rugby and similar schools, he did not believe that training, or non-training, would make the difference of one per cent. in the dismissal of masters. With regard to the form of the resolution, he proposed as an amendment that “accepts the principle” should be omitted, and “welcomes legislation to the effect” inserted. A further suggestion was that “connected with the Conference” should be omitted.

The Rev. W. H. CHAPPEL (Worcester) seconded the amendment.

The Rev. W. H. FLECKER (Dean Close School, Cheltenham) sincerely thanked the Master of Marlborough for his persistency in bringing this subject before the Conference, and he hoped he would continue to press forward what he regarded as a vital question, if training in this country was to attain the standard it had in foreign countries. He complimented Dr. James on the much more gracious attitude he had assumed towards training.

Mr. H. W. EVE (University College School) heartily supported the motion, and thought it was all the better to recognize the possibilities of different methods of training. As to the amendment, he very much hesitated to accept what had been said as to the teaching of higher and lower subjects. Their experience of college lecturers was not altogether in favour of untrained able teaching of the higher subjects. As to men of high ability drifting into the profession, he did not see that they would be deterred from entering it by such a measure as that proposed by Mr. Bell, who had stated that one of his own colleagues would practically get his training at Marlborough College. If a man really took a liking to his profession, it would be a simple matter for him to pass an examination. If he could not, a delicate hint would be conveyed to him that he had better choose some other profession. He would much rather that Dr. James’s proposal were put in the form of a rider. They would gain by taking an independent line showing that they themselves would do all they could to promote training, and did not need it to be enforced on them from outside.

The Rev. Canon S. C. ARMOUR (Crosby, Merchant Taylors’) supported the suggestion of Mr. Eve. The resolution and the amendment stood to one another as “antecedent” and “consequent.”

Mr. J. S. PHILLIPOTS (Bedford Grammar School) also thought the amendment really a rider. He had some years ago advocated peripatetic lectures on pedagogics for public schools. A new departure had been taken by Oxford and Cambridge in the direction they aimed at. They had now established criticism lessons, visiting and model lessons in connexion with the public schools. The College of Preceptors had also thoroughly practical ideas on the method of training.

They should not only pass the resolution, but when they left the room should act on it, and get lecturers and criticism lessons at their schools.

Dr. JAMES was unable to accept Mr. Flecker's compliment. He held the opinion he had always held on training. It was of no use passing resolutions. The only thing was to have definite legislation. If the Master of Marlborough would add something to his resolution to make it effective, then he had no desire to press his own proposal.

The CHAIRMAN said that what Dr. James aimed at would really be secured by making his proposal a rider.

The resolution was then put as proposed without the amendment, and carried, with one dissident.

On the suggestion of the Chairman it was also decided "That the Conference would welcome legislation in accordance with the above resolution."

Oxford and Cambridge Scholarship Examinations.

Dr. GRAY (Bradfield College) moved: "That this Conference deplores the injurious effect upon education resulting from the continuance of the present system of fixing the dates for the Oxford and Cambridge scholarship examinations." He reminded the Conference that the motion he brought forward last year was passed unanimously. He desired to keep the fire of righteous indignation alight, not to add fuel to the flames. He thought it a defect of method at the Universities that examinations should take place in November, and it was in every way desirable that they should not take place until after Christmas. If the resolution were carried, he would ask the members of the Conference to pledge themselves not to send up candidates for scholarships before Christmas. This had been condemned as a "boycott," but he preferred to call it a wise reservation of force.

Dr. JAMES (Rugby) seconded the resolution. He feared that Balliol College, Oxford, would not give way. He was of opinion that Balliol would not suffer from the change by having the examinations after Christmas instead of in November. A representation from the Conference, through the Chairman, would have weight with Balliol.

Mr. F. H. COLSON (Plymouth College) opposed the motion. He had not himself felt the pinch. He had found the six or nine months a boy passed at school after winning a scholarship were by no means wasted, and formed a valuable relief after excessive specialization.

The Rev. Canon S. C. ARMOUR, D.D. (Crosby, Merchant Taylors'), suggested that there should be a more equal diffusion of examinations throughout the year.

Mr. PHILLPOTTS (Bedford) thought that a Committee might be asked to report on the inconvenience caused by the arrangements for scholarships, and to follow that up by asking for the intervention of the Chancellors of the Universities in the matter.

The resolution, as proposed by Dr. Gray, was then put and agreed to, with five dissentients.

Dr. GRAY withdrew his rider in favour of the proposal of Mr. Phillpotts.

Mr. PHILLPOTTS then moved:—"That a Committee be asked to draw up a report of the inconvenience caused by the arrangements for entrance scholarships in the present year, and to memorialize the Chancellors of the Universities of Oxford and Cambridge on the subject."

Dr. GRAY seconded the rider, and it was carried, with four dissentients.

The Worship of Athletics.

Mr. E. H. CULLEY (Monmouth School) moved: "That the worship of athletics has increased, is increasing, and ought to be diminished." He disclaimed any intention of making an attack on athletics as such by themselves. The value depended upon a proper proportion being preserved, and athletics being kept in due subordination. Recreation ceased to be recreation if it interfered with work, and it certainly ought not to dominate. An amusement should not be turned into a serious occupation. At present there were signs that this due proportion was being lost sight of, and there were many strong forces at work to stimulate this tendency to undue proportion. There was a devotion to entertainment and sport far beyond their true value, and he thought he had properly described it as worship. Athletics were the shortest way to notoriety. He did not know any other way in which a boy of seventeen could get himself mentioned three times a week in the newspapers. No form of academic work would attract so much attention. The higher achievements at the University passed with scarcely any notice in the newspapers, except perhaps the Mathematical Tripos at Cambridge, where the sporting element entered. There was no telegram from the German Emperor. It was, he considered, the duty of schoolmasters to say that they would exert their influence against the current, and would not stimulate it. He knew that many of the tutors at the Universities thought that intellectual subjects did not receive the same earnest attention they did some years ago, owing to this passion for athletics. There were some colleges at which it was considered good form for every member of the college either to go down to the river or to the football field, or where there was a match going on, to watch other fellows exert themselves. An Oxford tutor wrote to him: "Boys come up to us, their minds saturated with athletics. There is

by comparison no intellectual life among undergraduates." That was all very well at school, but at a University it was rather out of place. Good football, and still more good cricket, helped a man to a mastership far more than a second class. In the list of an agency he had perused, out of 150 names, 133 had *athl.* appended, and it was only modern language masters trained abroad who ventured to dispense with that qualification. He did not desire to see athletics discouraged, but only their abuse by excessive resort to them and the sacrifice of time and energies. The text he wished the Conference to endorse was: "The Lord taketh no pleasure in the legs of a man."

The Rev. A. W. UPCOTT (St. Edmund's School, Canterbury) seconded the motion.

Mr. J. S. PHILLPOTTS (Bedford Grammar School) said he should propose an amendment, as he was anxious they should look at the question broadly. He moved: "That this Conference deprecates the excessive public importance attached to special prowess in athletics, but feels that it is the duty of members of the Conference to promote by athletics, games, and otherwise the harmonious development of the body of all boys, and especially those who are least inclined for athletic exercise."

The Rev. W. H. KEELING (Bradford Grammar School) was of opinion that the resolution went a great deal too far. As a body of headmasters they had nothing to do with newspapers and the prominence they gave to sport and games, but they had to do with their schools, and could exercise control in them. For himself he thought it was most important that the masters should take a deep interest in the boys out of school as well as in it, and how could that be done unless there were certain members of the staff skilled in cricket, and so forth? He hoped the proposal would be amended so as to exclude day schools from its scope. The abuses of athletics did not apply to day schools at all. It probably would be better to withdraw the resolution altogether, and it might be presented to the Conference on another occasion in a less rhetorical form.

The Rev. W. YORKE FAUSSET (Bath College) had been asked to second the resolution, but he felt himself unable to comply. He also should prefer not to support Mr. Phillpotts' amendment, which he considered too long. He moved as an amendment: "That it rests with the headmasters of public schools to counteract by their attitude and practice the present predominance in the country of the athletic interest."

Mr. CULLEY intimated that he would accept Mr. Fausset's amendment and withdrew his resolution.

The Rev. G. C. BELL (Marlborough) said he would be sorry if any resolution or any of the amendments were passed. It would gratify him if Mr. Culley saw his way to be contented with the effect his speech would have, and withdraw his resolution in favour of the subject being again presented at another Conference in a more practical form.

Mr. H. MILLINGTON (Bromsgrove) maintained that there were abuses of the athletic spirit which should be discountenanced. The real damage was done not to the athlete himself, but to the naturally flabby boy, the hanger-on of the athlete, who wastes his time at school by getting up records. These boys were becoming positive nuisances.

The Rev. W. H. MOSS (Shrewsbury) said he would move the previous question unless Mr. Culley consented to withdraw his resolution.

The Rev. the Hon. E. LYTTELTON (Haileybury) was afraid that, if they did not show they had the courage of their opinions by passing a resolution in some form, they would run the risk of its being supposed that they were indifferent to what was said on this subject of the abuse of athletics, and that they were so given to self-worship that they could not bring themselves to the scratch and make a pronouncement on any question whatever. He thought that the evidence brought forward, and a great deal more which might be brought forward, was absolutely overwhelming, and that the matter was in a very dangerous position indeed. Those who were waiting to ascertain their position should not be wholly disappointed by the Conference not taking any action whatever. He should, therefore, be inclined to ask the Conference, if they did not wish to pass Mr. Culley's motion, to vote on the question in some other shape. Mr. Culley had offered to withdraw in favour of one of the amendments, which was certainly of a more moderate kind.

The Rev. A. R. VARDY (King Edward's School, Birmingham) held that there was a very great distinction between town schools and great boarding schools in this matter. The difficulty in town schools was to get boys to take part in sports, and in any way to take an interest in them. He should be sorry to have any resolution passed which would seem to discourage athletic sports and games in town schools. As an amendment he proposed: "While fully recognizing the value of athletic sports in school training, this Conference earnestly deprecates the increasing importance and excessive publicity that are now accorded to them."

Mr. A. L. FRANCIS (Blundell's School, Tiverton) seconded the amendment.

Mr. CULLEY intimated that he would now stand by his original resolution. What he condemned was the worship of athletics. The amendments were really in agreement with him as to the advisableness of putting a check on abuses.

Mr. FAUSSET withdrew his amendment.

Mr. H. W. EVE (University College School, London) thought it would be a great pity if they spoke with any uncertain sound.

The Conference then voted on Mr. Phillpotts' amendment, which was rejected by a considerable majority.

Mr. VARDY's amendment was next put to the vote, and carried by a decided majority. It was then adopted as a substantive resolution. On the motion of Mr. COLSON, it was agreed that the Sub-Committee should consider the subject.

Oxford and Cambridge Schools Examination Board.

The Rev. H. A. DALTON (Felsted School) moved: "That it is desirable that the schools represented at the Conference should avail themselves of the opportunities for inspection offered by the Oxford and Cambridge Schools Examination Board." He maintained that great advantages accrued from the independent criticism and suggestions that are thus obtainable. He believed that only two boys' schools—his own and Liverpool College—had so far availed themselves of the inspection offered a year ago by the Oxford and Cambridge Joint Board. A headmaster was neither omniscient nor infallible, and a tried inspector such as Mr. Kitchener could not fail to discover defects in organization or discipline or teaching which had escaped the notice of the most lynx-eyed of headmasters. It was practically certain that under the forthcoming legislation all schools would be subject to inspection of some kind, and it would be a great thing if their schools could point to University inspection as a *fait accompli*.

Mr. G. W. RUNDALL (Newcastle School, Staffordshire), in seconding the motion, said they were not omniscient, and it was only by some skilled outside system of this kind that they could possibly be made aware of improvements which to an outside mind were obvious but might escape their own notice.

Mr. EVE pointed out that the Girls' Public Day School Company had had for years a system of inspection of their own which had produced excellent results with no friction.

It being near the hour for closing business, the Conference voted against taking any decision on the subject.

The Committee.

During the sitting a vote was taken on the election to the Committee of three members in place of Dr. Baker, Mr. Moss, and Mr. Phillpotts, who retired. The Conference elected Dr. H. A. James, Mr. H. W. Eve, and Dr. J. Gow. The meeting place of the Conference next year will be Shrewsbury.

The Conference adjourned after passing the customary votes of thanks.

MODERN LANGUAGE ASSOCIATION.

THE annual meeting of this society was held at the College of Preceptors on the afternoon of Thursday, December 23. The chair was taken by the Rev. J. E. C. WELLDON, President for the year.

The Hon. Secretary's report was presented and taken as read.

Dr. F. HEATH, Editor of the *Modern Language Quarterly*, the organ of the Association, made a statement as to the position of that journal. He said that the experience of the past year had justified the decision of last year to raise the subscription to 10s. 6d., and had confirmed the opinion that he expressed at the last meeting, that one guinea was the minimum subscription upon which a worthy publication could be conducted. After a great deal of work the first number was published last summer. The second number appeared in November. The labour which those two numbers had necessitated was really quite extraordinary. It would have been impossible to produce them had it not been for the unselfish co-operation of his colleagues. Scholars throughout the country had come to the aid of the journal in a most unselfish way, and gratuitously written articles and collected materials. The work had been done for love, and not a penny had been paid to any contributor. He hoped that those persons who had helped him thus would accept his thanks for their generous action. The cost of No. 2 was a little over £31. It would be seen that the production of four numbers a year at such a cost would leave a very small margin of the income for application to the general purposes of the society. But this difficulty had been solved by an arrangement which he had entered into with Messrs. Dent & Co. That firm were about to extend their business by becoming educational publishers, and they had agreed to take over the financial responsibility for the publication of the magazine, and to increase its size. They would also pay for two articles in each number by men of undoubted repute in their subjects. The Association, on its part, was to take a copy of the magazine for every member on the books at 1s. 6d. a copy, the published price being 2s. 6d., and the Editor was to work for two years without payment. Certain changes would be made, and the magazine would be literary rather than philological and pedagogic. The present name would not cover the new condition of things, and the Title would therefore be changed to *The Modern Quarterly of Language and Literature*. The new name might be open to some criticism, but it

had been regarded as a convenient one, and its adoption did not involve any question of principle. The journal would be prepared to take a definite line on the subject of the teaching of modern languages, without dallying with the condemnation of methods unsuited to the present day. The next number would appear early in February.

The PRESIDENT then delivered the following address:—

Ladies and gentlemen—It falls to me to say a few words upon the subject of the teaching of modern languages. I shall make them as few as possible, because it is not in my power, as the Hon. Secretary knows, to remain very long at the meeting, and I must plead guilty to a certain sense of incompetence. I do not profess to be a great modern linguist, and perhaps in the administration of a public school it is not so important that the headmaster should know about modern languages as that he should know about the modern language masters. (Laughter.) But it happens that I have spent some time in trying to acquire modern languages. I doubt whether there is any person in this room who has lived in so many foreign homes as I have—not always without some suffering; and perhaps I am the only person in this room who has satisfied the test which it has for some time been my habit to apply to persons who profess themselves to be authorities upon modern languages. If a person professes a knowledge of Italian, I always ask him if he has read the "*Divina Commedia*" through; if he professes a knowledge of German, I ask him if he has read the second part of "*Faust*" through; and, if he professes a knowledge of English, I ask him if he has read the "*Faerie Queen*" through. I have fulfilled all those three conditions, and I am alive to tell you the tale. But my principal object in rising is not to give you a history of my own qualifications, which are poor at the best, for speaking on modern languages, but to express to you in the most forcible words I can command the profound interest which I feel, and have long felt, and shall feel as long as I am a schoolmaster, in the encouragement and advance of modern language teaching. To me it is not so much a conclusion as an axiom that modern languages possess great and important and ever-growing influence in the education of the young. I am one of those who have upon the whole been unable to realize the important distinction which is made between the classical and the modern languages as educational instruments. I perfectly understand the distinction between language and other subjects. I believe that language is the most powerful and most effective educational instrument, mainly because it is in its nature human. It is the product of man's own intellectuality, and it possesses that characteristic which is found in human affairs—that one is not dealing with exact and absolute truth, but is dealing with probability. It always seems to me that such a study as that of mathematics, which possesses in itself the highest value, is yet not a study which can claim the highest place in education, just because the certainty which is attainable in mathematics is not in its nature the degree of assurance to which one may hope to attain in human affairs. And, as the object of education is to fit young people for the conduct of life, I think that that subject upon which they are required to exercise those very qualities which will be evoked in life is the subject that is best qualified to fit them for the work of usefulness in life. Therefore I put language at the head of educational subjects; but whether the language is an ancient or a modern one does not seem to me so important a matter. It is perfectly true that the ancient languages, partly by prescriptive right, enjoy more advantages. I do not doubt that the amount of thought which has been spent upon the ancient languages has brought them, in their utility as educational subjects, to a point of perfection which the modern languages have not yet reached. And I do not doubt that there is some advantage in the fact that one enters upon the study of an ancient language without the temptation to regard it merely as utilitarian. One enters upon that study in a more dispassionate and perhaps a more scientific spirit. But, if that sort of advantage belongs to the ancient languages, I cannot doubt that there is advantage of another kind belonging to the modern languages. The utility which modern languages possess is a gain which it is absurd to deny. The idea that the educators of to-day are to teach whatever is useless seems to me a paradox which amounts to an absurdity. That the Universities and the schools are to be the homes of useless knowledge is a proposition which I cannot for a moment entertain. I do not say that knowledge is to be disregarded if it is not at once practically useful; but, after all, what is the function of the schools and the colleges if it is not to prepare the young for the battle of life? Therefore, if it be true that a certain study possesses a practical utility, that is not in my eyes an argument against it. It is rather a strong argument in its favour. I say, then, that the utility of modern languages as compared with the ancient languages is a point which it is unwise to disregard. There is another point. I do not know if it has sufficiently occurred to persons engaged in education that young persons feel a real difficulty in transporting themselves, as it were, into the climate of ancient life and thought. The speculations of antiquity, however valuable in themselves, are yet in many instances so different from any problem with which the modern world is called to deal, that young people are often deterred from pursuing studies which may become congenial and welcome to them because they do not feel at home in the matters with which ancient literature deals. If those same young people are encouraged to study modern languages, they find

thoughts and speculations which come home to them as natural treated in the books of modern literature, and therefore modern literature possesses for certain minds among the young an interest which no work of classical literature possesses. These are considerations which lead me to attach the very highest value to modern language teaching; and, although the headmasters of public schools are, I suppose, among the greatest obstructives to educational reform, and although in my judgment they are singularly unwilling to face the very important problems of the day, yet it is possible that a headmaster should exercise his influence not only in encouraging the study of modern languages, but in what is fully as important—in elevating the position of the modern language masters. I think I may say without presumption that I have seen under my own eyes modern languages coming to take a very different position in a school from that which they occupied fifteen years ago. I have seen devoted scholars coming to work among boys, fighting an uphill fight—a fight that was rendered difficult not only by the action of the boys, but to some extent by the action of the masters. But I have seen that fight won or greatly won. And I think that the masters of modern languages, when they feel that they can rely upon the absolute and sympathetic support of those who are responsible for the conduct of the school, feel themselves capable of doing a very great and valuable work in the school. You must remember that every subject in public schools—and of them I am best qualified to speak—depends for its importance upon the length of time it has been studied. That is a point which is not always sufficiently regarded. It is supposed that a master coming quite fresh to the work, if he is a good master in himself, is sure of success. But it takes a long time in an old public school to establish a definite tradition; and it is evident that the subjects which have been studied longest—the classical subjects especially—are held in the highest esteem. Mathematics come next. The study of mathematics runs back to the beginning of the century in some of the schools. The more recent subjects, such as modern languages and natural science, are winning their way. They are winning their way more or less rapidly, according to the encouragement which is given to them. But I think that no modern language master ought to be disappointed at finding that boys or girls do not at present attach to his subject quite the serious importance which they attach to subjects which were educational subjects in the times of their fathers' grandfathers. It would be really absurd of me to offer you a disquisition upon the importance of teaching modern languages, for upon that you are much better authorities than I can be. I have tried to teach French and German at various times, and the one result of my teaching has been to convince me that the statement which I made to you, that there is no inherent difference between ancient and modern languages, is a true one. I should like to submit to you three thoughts, drawn from my own practical experience. One question which must occur to every person engaged in the teaching of modern languages is, whether those languages are better taught by Englishmen or by foreigners. I desire to face that question with complete impartiality. There has been a growing disposition among young Englishmen to live upon the Continent with a view to acquire French or German or some other modern language. It is true that, to some extent, those languages have been acquired. I will say, in passing, that I believe that the command which an Englishman possesses of a modern language is frequently overrated. According to my experience, there is nobody who speaks a modern language properly. I mean that one's own language is the only language of which one is a complete master. I do not think that there are more than two or three living Englishmen who can speak a modern language exactly in the way in which a native would speak it, and I am practically convinced that there are no foreigners who can speak English in such a way as to escape detection. I draw from that circumstance the conclusion that it is desirable, and indeed necessary, to entrust the highest part of the teaching of a modern language to a native of the country in which the language is being spoken. That is my opinion. The native teacher acts as a court of appeal, and without such court of appeal the teaching upon the delicate linguistic questions which must arise will not be quite as exact and effective as it might be. But, although a foreigner is needed as a court of appeal, I am very clear that, in the lower departments of teaching, where the maintenance of discipline is a more vital matter than the exactitude of knowledge, there is great room for the ability and industry of Englishmen and English women. I wish that the foreign ladies and gentlemen who come to teach modern languages could get a little more into sympathy with young English boys and girls. It is an immense difficulty to acquire a practical sympathy with young persons of a nation other than your own. I do observe, and I think that you must have observed, that, where discipline is fully enforced by a Frenchman or a German, it is enforced at a cost which is unnecessary, a cost of friction or a cost of punishment. I do not know if I have the honour of addressing any natives of the great countries whose languages are principally held in view; but, if I have, they will not perhaps think it rude of me to suggest to them that they should cultivate a sense of humour, a sense of humorous sympathy, with the young people they are called upon to instruct. It very often happens that a humorous or even sarcastic remark is more efficacious as a means of maintaining order than a punishment which is set, and then doubled, and then trebled. There is another matter which I

should like to bring before you, and I mention it rather for your consideration than for your acceptance. It is this: How far is it possible or desirable to teach a modern language conversationally? Of course, you will understand that my knowledge is principally derived from one of the great public schools of England; but I have been led to ask myself whether the conversational teaching of a modern language is best carried on in an English secondary public school. I say "best carried on," because there is no doubt that, if a sufficient amount of time is given to the conversational side of modern linguistic teaching, it is possible to arrive at a result. But I have found that, upon the whole, a boy gains more conversational knowledge by living abroad for six months than he gains by taking colloquial lessons during the whole period of his life at a public school. I do not know whether you will agree with me, but I have generally advised that the boys should be sent abroad for a certain time rather than that they should attempt to acquire at school a colloquial knowledge of a modern language. We read of school debating societies which conduct their business in French. What is the nature of such debates? Sometimes they take the form of a monologue carried on by the French master. That is a very valuable exercise, but it is not a debate. Where it is not so carried on, the boys, during a great part of the debate, are listening, not to the good French of the master, but to the very indifferent French of other boys. It has appeared to me, therefore, that these so-called debates, in which a modern language is employed, do not, as a rule, conduce to a very advantageous result; but I should be glad to learn from masters and mistresses, too, whose experience is greater than my own, that a practice which has not commended itself greatly to my judgment is found to be a useful one.

I have now come to the end of my time, though not the end of the subjects upon which it would be possible for me to address you; but it cannot be unknown to you that a very interesting experiment has been made in more quarters than one, that of trying to institute correspondence between English boys and girls on one side, and boys and girls in France or Germany on the other. I am not able to say how far that experiment has proceeded. I have been permitted to take some little part in it, and I know the difficulty of it. I am pretty sure that such correspondence will not produce the best results unless it be conducted under the careful supervision of a master. Without such supervision the correspondence is apt to degenerate into frivolity. But I wish to give it as my opinion that, where the correspondence is properly conducted, it is full of interest and full of profit; and I regret very much that the conservatism of English boys, and perhaps of English masters, has produced a disposition in some schools to treat the correspondence as if it were a thing not worth thinking of at all. I believe that it would be possible to lay before the meeting some statistics other than those which I possess as regards the benefit of this correspondence; but I do wish to emphasize my opinion that it is an interesting experiment, that it is worth trying, and that it may be continued and developed with satisfactory results. This society aims at improving the position of modern languages in all respects. I do not doubt that, in so far as we improve the status of modern language teachers and the methods of modern language teaching, we are doing great service to the cause. I hope that the time is not far distant when the Universities of this land will afford to modern languages something like the same welcome and the same encouragement that they afford at present to the ancient classical languages. After all, the schools which I may claim in some slight measure to represent are, in a sense, the handmaids of the Universities, and I believe I can assure you—I do not dare to say in the name of all public-school masters, because all public-school masters never agree upon anything, but of a considerable number of the most thoughtful of public-school masters—that, whenever the Universities shall open their gates freely and fully to students of modern languages, and put them on an equality with the students of the ancient languages, we, whose occupation is to teach the young, will be ready and even eager for the change. That is all that I think I ought to say to you, and I have to conclude my address by thanking you for the patience with which you have listened to one who is a very inadequate representative of modern languages.

Mr. MICHAEL SADLER said that there had been laid upon him the pleasing duty of moving a hearty vote of thanks to Mr. Welldon for his address, and for the valuable services which he had rendered during the year of his presidency. The Association would thank him even still more for pitching so high the claims of modern languages as one of the intellectual disciplines of the noblest forms of education. One sometimes heard the work of persons who were engaged in the encouraging and improving the teaching of modern languages spoken of as though it had primarily a commercial significance. But only a few persons were called upon to practise what Sir William Harcourt had called "the arts of solicitation" in a foreign language, and the educational value of the work of the Association eclipsed entirely its commercial value. In connexion with the educational influence of the work, one could not help thinking that the Association was organizing a force which would bring about a radical change in the curricula of the higher educational subjects. But there was a still deeper reason for the work of the Association. It was impossible to belong to German-speaking Europe without feeling that they were face to face

with a tremendous intellectual movement, which was primarily concerned with fundamental ethical questions, and which had both good and bad sides. England had something to contribute to that change, and it would be good, not only for England, but for the whole civilized world, if there could be a freer interchange and inter-play of thought and practice between England and other nations. They knew that English opinion was guided to a great extent by the headmasters of the great public schools, and they thanked Mr. Welldon for giving to the Association the eminent sanction of so great a name.

The Rev. Dr. MACGOWAN seconded the motion with the greatest pleasure. Mr. Welldon had been one of the pioneers amongst headmasters in the movement for placing modern languages on the same footing as the ancient ones. The time had gone by when French and German were held to be on the same platform as dancing. Mr. Welldon had shown, by coming forward, that the headmasters of England, as a body, could no longer be accused of absolute indifference to the cosmopolitan sympathy which the study of modern languages always produced. If modern languages were taught in the way in which Mr. Welldon had suggested, they would be in no way inferior as educational instruments to either Latin or Greek. He should put them as immeasurably superior to mathematics. Mathematics claimed too much in the education of the young, and one great thing to be said against that subject was that it was utterly lacking in sympathy. Goethe had asked, who, for instance, would require in the matter of courtship that the lady should give a mathematical proof of her affection. The Universities ought to give a warmer welcome to boys who went up there at eighteen or nineteen to take up modern languages. No provision whatever was made for foreign languages upon entrance. At Cambridge, Caius' and King's gave one or two scholarships, but none of the other colleges gave anything upon entrance. He hoped that the time would soon come when the Universities would take a broader view of their mission. As to the "court of appeal" which Mr. Welldon had referred to, he (Dr. Macgowan) would suggest that no foreigner should be put on for translation, and that no Englishman should be put on for composition. With regard to conversation, he agreed with Mr. Welldon as to the desirability of sending boys abroad to learn it. He was sorry that he could not agree with him with regard to the question of correspondence. That was a matter which would require an adequate supervision, which would be almost impossible.

The vote of thanks was carried with great heartiness, and briefly acknowledged by Mr. Welldon.

A General Committee of ten members was then appointed for the coming year. The number nominated not being in excess of the number required, the list was accepted *en bloc*. The following are the names of the members of the Committee:—Mrs. Henry Sidgwick, Mr. Henry Bradley, Mr. G. F. Bridge, Mr. H. W. Eve, Professor T. Gregory Foster, Dr. W. Stuart Macgowan, Mr. C. H. Parry, Professor Schüddekopf, Professor G. C. M. Smith, Mr. A. E. Twentyman.

An interval of fifteen minutes was then allowed, and the company took tea in another apartment. On business being resumed, the President having had to withdraw, the chair was taken by Mr. F. STORR, Chairman of Committee.

Monsieur PAUL PASSY, of Paris, gave a discourse on "The Use of Phonetics in Modern Language Teaching." He said that, in order that a pupil should learn a foreign language properly, it was necessary that he should learn to pronounce it properly. It was generally admitted that pronunciation had to be learned. It therefore had to be taught, and it could not be picked up in a haphazard way, simply by the pupils listening to their teacher when they chose to listen. Good pronunciation ought to be enforced from the beginning, and it was the duty of a teacher to enforce it. Could phonetics in any way help the teacher in his task? The general tendency of a beginner in studying a foreign language was to replace unfamiliar sounds and sound combinations with such sounds or sound combinations as were familiar to him. For instance, French boys had a difficulty in pronouncing the English sound represented by *th*, and their tendency was to replace it by some sound to which they were accustomed in their own language. But he had taught English to many French boys, and he had never found one who had not been able to acquire the sound of *th* in a very satisfactory way. On the other hand, an English pupil had a difficulty at first with the French sound of the letter *u*, and ninety-nine times out of a hundred the pupil would pronounce it *yoo*, thus giving it its English sound. The sound of the English *th* might be taught to a Frenchman, and the sound of the French *u* might be taught to an Englishman, by an application of a phonetic method of representing sounds, and thus the task of the master in facilitating the acquisition of foreign sounds by his pupil might be made lighter. A knowledge of phonetics would guide the master to the easiest way of teaching any sound combination which was unfamiliar to his pupils. For this reason it seemed desirable that the master should have a knowledge of phonetics in order that he might make use of a phonetic method in teaching pupils a foreign language. He did not, by any means, advocate the introduction of phonetics as such. Such teaching would be perfectly absurd, and it might be put on a level with the teaching of grammar to children. The teacher needed grammar and needed phonetics, and the pupils also needed both, but they did not require to

have them both taught to them. The master who understood both grammar and phonetics could select with judgment and discretion from his own knowledge those things which were necessary to meet the requirements of his pupils. The selection would vary considerably, according to the aptitude, age, and knowledge of the pupils. The only general conclusion to which one could come on this subject was, that the master himself must have a thorough elementary knowledge of phonetics as well as of grammar and of the other parts of the language which he was teaching. But imparting the ability to pronounce any foreign sound combination was not by any means the same thing as imparting a correct pronunciation. A man might know how to pronounce every sound in the English language, and yet blunder considerably when he had to apply his knowledge. He might know, for instance, that there were two sounds represented by *th*, but how was he to know that one sound was to be used in the word *thin* and another in the word *then*? Unless he knew the two words themselves individually, he had no clue as to which of the two sounds of *th* ought to be used in either case, both sounds being represented by the same alphabetical signs. Again, how was he to know how to pronounce the combination *ough*, in such words as *though*, *through*, *cough*, *plough*? In pointing out these instances in which various pronunciations were associated with the same spelling, he was not intending to ridicule the English language. There were discrepancies just as great in the pronunciation of French. In cases of this sort the usual spelling of a word did not afford a clue to the pronunciation, except as to part of the word, and in the part of the word where there was a difficulty the spelling was no guide. Some teachers asserted that the language should be taught only by the ear, and that no writing should be put before the pupil. Of course such a method was possible, inasmuch as children learned to pronounce their own mother-tongue before they learned to read writing; but the time at the disposal of a teacher for teaching a foreign language was very limited, and, therefore, was it not a pity to omit to bring in the memory of the eye to help and sustain the memory of the ear? Some children had a very good memory of the ear, and others had not, and the latter were at some disadvantage in learning a foreign language. It was the business of the teacher to make up in some way for the natural deficiencies of the pupil, and he thought that it would be a great pity to discard altogether the aid which written symbols could afford. If the spelling of a language was in all respects a correct representation of the pronunciation, the difficulty of distinguishing the pronunciation in such words as *thin* and *then*, and the other examples which he had given, would not arise. The pupils would learn the language by ear, and they would also have before them an exact written or printed representation of the sounds which they had learned, and thus they would have the memory of the eye helping the memory of the ear. But, unfortunately, no language of the civilized world was written exactly as it was pronounced. But could not teachers do what was not done in the official spelling? Could not they use such symbols as would represent exactly the pronunciation of a language? Could they not use a spelling which would represent the true sound in all instances? To do this would mean a discarding of the usual spelling and the use of phonetic symbols for the writing of, say, French, English, or German, in the most appropriate way, as if the language had never been written before, and had no existing spelling. The only real difficulty in the matter was that an alphabet must be learned, but this difficulty was hardly worth speaking of. In learning a foreign language a pupil always had to learn the different values of the letters of the alphabet, and the additional difficulty of learning the few new letters which a phonetic method would involve would be inconsiderable. There was one powerful objection to the use of phonetic symbols, and that was that the phonetic writing looked strange and ugly. That was perfectly true, but it would not be necessary for the pupil to adhere to the phonetic spelling after he had learned the correct pronunciation. The phonetic symbols would be like the scaffolding of a house. When a house was built the scaffolding was pulled down. So when once the foreign language was properly learned the phonetic scaffolding could be removed; but it would be found that, in the meantime, it had helped considerably to the result. The use of phonetic symbols allowed a more truthful insight into the nature of a foreign language than was possible with the usual or common spelling. In many cases the ordinary spelling of a language obscured the real facts of language. The use of phonetic symbols tended to a more accurate acquisition of a language, not only as far as pronunciation went, but also so far as general correctness in speaking and reading were concerned. Most English children in learning French were taught, as one of the first things to be learnt, that the French plural was formed by adding *s* to the singular. Thus the singular *table* became *tables* in the plural. The natural conclusion of the English child was that the plural in French was very similar to the English, that the ending marked off the plural from the singular, and that, therefore, all that he needed to learn was the endings of the two words. If, however, he read from a phonetic representation of the words, he would find the singular and the plural written alike, and he would be thus led to see that what distinguished the singular from the plural was the article which preceded it. The child would then take particular care to be correct about the article; and,

later on, when he was called upon to write orthographically in the usual French spelling he would remember that the article of the singular had to be carefully distinguished from the article of the plural. Thus phonetic spelling called attention to the real facts of language, or, in other words, phonetic spelling taught the truth; and the truth and nothing else was the thing which ought to be taught.

The CHAIRMAN said that when the Committee first invited M. Passy to address the Association he was asked to speak in French if he preferred to do so, for it was taken for granted that every one in the room would be able to comprehend an address in that language. But they would all be grateful that the address had been given in English, for M. Passy had thereby shown, not only by precept but still more by example, the advantages of phonetic teaching.

Dr. HENRY SWEET, in opening a discussion, said that he wished to deal with the subject from a new and practical point of view. If an average, common-sense, candid Englishman was asked what were his objections to phonetics, he would say, in the first place, that he knew nothing about it. Then, perhaps, he would see the word "house" written *haus*. This had a German look, and, taking it in connexion with the frequent visits of the German Emperor to these shores, he would see in it evidence of a deep-laid plot to turn English into German. An objection of this sort had appeared in print. The man's next objection would be that phonetic methods were an irritating and perfectly superfluous innovation. But the exact opposite was true, and the unphonetic method was the innovation. The grammarians at Alexandria and Rome taught Greek mainly on a phonetic basis. The Greek accents were invented by the Alexandrian grammarians to enable their pupils to learn the pronunciation. Even English spelling was mainly phonetic four centuries ago, and it was to a great extent phonetic at the present time. There was a phonetic feature even about the spelling of the word "stone," the use of the final *e* being a clumsy device for showing that the *o* was long. The idea of teaching modern languages without phonetics was not only absurd, but absolutely inconceivable. All that the phonetic reformer did was to improve or extend the phonetic representation of words. Pupils might be taught to pronounce properly by being shown how to use their organs of speech in producing the required sound, and thus they could be led to pronounce words which they invariably mispronounced when they were guided only by their ear. They could also be taught how to evolve an unfamiliar sound from a familiar one. The organic sensations which accompanied the production of a particular sound might be used in connexion with the help afforded by the eye and by the ear, and thus the organic, the acoustic, and the visual faculties might be made to work together harmoniously. It certainly seemed strange that, thirty years after the appearance of Bell's "Visible Speech," and more than thirty years after the publication of Ellis's work on pronunciation, it was necessary to stand up and advise an audience to reimport methods which were to a great extent of English growth. The period of discussion in phonetic methods had continued long enough, and the time for action had arrived. What was wanted in England was a phonetic association bound together by a definite programme similar to that of the association to which Mr. Passy was secretary and director. Another pressing need was the periodical holding of international phonetic conferences. But the most pressing need was practical teaching. During last term he successfully started at Oxford a class in practical phonetics. The class would resume on January 24. Particulars regarding it would be found in the *Journal of Education*.

Mr. KIRKMAN thought that everybody would agree that there was a necessity that the modern language teachers should know something of phonetics, and especially that they should be able to teach boys how to fashion their mouths and their tongues in order to produce any particular sound. But the whole question seemed to be whether it was necessary to introduce phonetic symbols into the class-rooms. On that point probably many teachers would differ from M. Passy and Dr. Sweet. His own experience at Merchant Taylors' and other schools was that, if they taught a sound first of all through the ear, and made certain that the boys could reproduce it, it did not matter in the slightest what the written symbol was. He had found that, if he taught the pupils how to fashion their organs of speech, they could generally pronounce correctly from the ordinary symbols. A boy could only pronounce as the teacher pronounced, and, if the teacher insisted on accurate pronunciation, the boys would pronounce properly without the aid of phonetics.

Professor LLOYD did not think that Mr. Kirkman had much invalidated the case which had been made out for phonetics by M. Passy and Dr. Sweet, for he had said that the symbols used in teaching a foreign language did not matter. If so, why not use phonetic symbols? They were as good as any other, and slightly better. He was puzzled to know how Mr. Kirkman made the ordinary symbols work in teaching pronunciation when the same letter represented sometimes one sound and sometimes another. For instance, the letter *g* had one sound in *gun* and a different sound in *gin*. The new symbols in the phonetic alphabet employed by M. Passy, and used in *Le Maître Phonétique*, were very few and exceedingly simple. He should be astonished to find that any one had any difficulty in reading the transcriptions in *Le Maître Phonétique*. The alphabet there used

would be found a most convenient one, and one suitable for teaching phonetics in England. M. Passy had given to the subject of phonetics a greater breadth than it had previously had. It was claimed for the phonetic method that it would be a saving of time in the learning of a language. Whatever time it might occupy in being learnt would be more than compensated for in the long run. It ought to be recognized that phonetics was a part of grammar. The English boy had a belief that the sounds which he had learned in his own language were the only sounds which any human being ought to attempt to produce. Later on, the boy came to think that French boys were born to produce French sounds, and English boys were born to produce English sounds, and that it was going against the course of Nature and Providence for French people to attempt English sounds, and for English people to attempt French ones. The rudiments of phonetics should be taught as soon as a boy began to pronounce any language at all. A boy should be taught how the organs of speech acted in producing any particular sound. Boys who had such knowledge would be those who would learn the most easily how to pronounce foreign words. It was very desirable to have models showing how the vocal organs moved in the production of particular sounds. Diagrams of the organs were already provided, but it was very difficult to demonstrate the structure and action of the organs from a flat diagram. The study of phonetics was most fascinating, and he believed the time would come when it would be regarded as an integral part of English teaching.

Mr. J. J. FINDLAY said that he had understood that there was to be a resolution in favour of the introduction of phonetic symbols into English schools, and he had therefore sent to the Secretary an amendment in the following words:—"That the study of phonetic symbols should be encouraged in the University; it should not be introduced into our secondary schools except in connexion with shorthand." He had found, however, that no such resolution was to be moved. They were greatly indebted to M. Passy and others for insisting on the scientific study of sound, but he was convinced that the introduction of phonetic spelling into English schools would be quite fatal to the progress of modern language teaching in this country. It was very questionable whether written signs were a great aid in the teaching of pronunciation. When a pupil was pronouncing a language, whether in the elementary or in the advanced stage, he had no time to reflect on the action of his mouth or tongue. Reflection on such a point would be a positive hindrance to a pupil. The majority of people acquired a foreign language purely by imitation and nothing else. If pupils had an opportunity of hearing the sounds of a foreign language, they would reproduce what they heard. If pupils became accustomed to a phonetic representation of foreign words, they would imitate the sounds in their ordinary writing, and their spelling would be spoiled.

M. PASSY said that nobody valued imitation more than he did, and the method which he advocated had been called the method of imitation, in opposition to the method of construction. But he would point out that, if imitation alone was to be employed, every method of learning, except that of listening to the master, must be wiped out. He would ask those masters who thought that the phonetic method of teaching would spoil a boy's ordinary spelling whether they had tried it. It was a curious fact that it had always been found that those masters who, at meetings, had deprecated the phonetic method had done so from the point of view of theorists, and had had no practical knowledge of the subject. He had always found that boys taught on the phonetic system had learnt to read and write the ordinary symbols more quickly than boys taught in the usual way. Such was the verdict of experience.

A speaker at the back of the hall, who said that he was not a member of the Association, and whose name was understood to be Mr. Hugh, referring to the question of teaching by imitation, said that his experience in connexion with the subject of voice-production had taught him that much greater success was obtained by teaching the action of the vocal organs than by enforcing mere imitation.

Mr. HOWARD SWAN said that he thought it was a mistake to suppose that it would be necessary to introduce new signs into the English alphabet in order to represent the words phonetically. There were at the present time various rules of pronunciation which were generally well understood. If a nonsense word which meant nothing was written, every English person would be able to pronounce it, and all English people would pronounce it alike. Although English spelling was not phonetic to a foreigner, it was, to a large extent, phonetic to an Englishman. The point was that it was not entirely phonetic. But, if we would only examine the English language and ascertain what were the normal signs for the various sounds, we should be able to extract from the signs now employed the material for a regular alphabet.

Mr. FABIAN WARE moved: "That, if phonetics are to be employed with success in the elementary teaching of modern languages in English schools, it is, in the first place, imperative that an authorized phonetic alphabet be drawn up, adapted to the requirements of English pupils." He said that this resolution did not in any way commit the Association to an approval of the use of phonetics in English schools. He believed that the majority of the members were opposed to the use of phonetics. ("No.") He still thought so. There were some so strongly conservative that they were opposed to all alterations. He

had used phonetics in his work, and he was satisfied with the results of the experiment. The first object in using phonetics in the teaching of languages was to draw attention to the differences between the pronunciation of foreign languages and the pronunciation of English. One great advantage of the introduction of a foreign language in a phonetic dress to an English pupil was that it removed the possibility of the pupil attributing to the letters of a foreign language his conception of their normal value in English. A guiding principle in the application of phonetics to the teaching of a foreign language to an English pupil must be that the symbols of the phonetic alphabet should be absolutely different from the letters of the ordinary English spelling, except so far as those letters represented the same sound in both languages. The alphabet advocated by M. Passy demanded that a boy should differentiate between identical visual impressions. What was wanted was a phonetic alphabet adapted to the needs of English pupils, and strictly adhering to the principle he had laid down. A better teaching of foreign languages was an urgent national want, and the need could not be met without collective action. The resolution amounted to an instruction to the Committee to appoint a Sub-Committee.

Professor C. G. MOORE SMITH seconded the resolution. Mr. ATKINSON opposed the resolution, and strongly urged that any system of phonetic symbols which might be adopted should be an international system. It was to be remembered that Dr. Viator had himself adopted M. Passy's system. The practical advantages of adopting an international system would be many. In the first place, it would facilitate the obtaining of specially cast types. Then there was already a fairly large mass of transcripts in the phonetic style. But one of the most cogent reasons was that the transcript of reading matter in any language into the phonetic symbols ought to be performed by persons to whom the language was their mother tongue. In this way the exact pronunciation would be represented. An international system would make possible the interchange of transcripts. The difficulty of learning the new signs was not so great as some persons supposed.

Professor WALTER RIPPMMANN recommended that a Committee be appointed to consider the question and agree upon a phonetic alphabet for adoption by the Association.

Mr. SIEPMANN proposed as an amendment: "That, while this meeting is not ready to advocate the adoption of a phonetic alphabet in our schools, it is of opinion that phonetics should be studied by the masters, in order that they may be able to teach effectively, at the very beginning, a good pronunciation, and that masters who try to use a phonetic alphabet should use the alphabet of the Association Phonétique Internationale." He said that Mr. Ware had advocated the invention of a new system, but he (Mr. Siepmann) held, on the contrary, that they should adopt the alphabet which had been invented not by one person, but by many, during a great number of years.

The CHAIRMAN said that he could not accept Mr. Siepmann's proposal as an amendment. It really amounted to a direct negative.

Mr. SIEPMANN, continuing, said that the system of the Association Phonétique Internationale had many advantages which he had not now time to explain. He thought that it would be best to start boys with a phonetic alphabet which was different from the English alphabet. It would not be difficult to teach boys the values of the few additional signs in the alphabetic system of the Association. He had never learnt that alphabet, but after practice for an hour or two he was able to read *Le Maître Phonétique* easily, and he had read that publication for the last ten or twelve years. The values of the Association's signs were easily taught, and it was an advantage that those signs applied equally to different languages. He should be glad if masters would try this phonetic method, and report their experiences next year.

The SECRETARY said that the Committee of the Modern Language Association had power to appoint a Sub-Committee of its own members to consider the whole question, and, if necessary, make proposals for such an alphabet as was desired. Persons not members of the Association could be added to the Committee.

A show of hands was taken upon the question as to whether the resolution should be put to the vote, and it was decided that no vote be taken.

The CHAIRMAN thanked M. Passy very heartily for having come over and addressed the meeting on the subject.

The proceedings then closed.

ROYAL HOLLOWAY COLLEGE CONFERENCE.

A CONFERENCE, to consider the question of University degrees for women, summoned by the Governors of Holloway College, met on December 4 at the House of the Society of Arts. The chair was taken by the Right Hon. JAMES BRYCE.

The CHAIRMAN said that, when the suggestion of a University for Women had been thrown out last year at Cambridge, the Holloway Governors had felt bound to consider the desire of the founder that, in due time, the College should apply for a Charter enabling them to confer

degrees. But this was not a step rashly to be taken, and they had, therefore, determined to call a Conference, as representative as they could make it, to consider the whole question. In order to give precision to the debate, the three alternative schemes which had been put forward would be first expounded by three select speakers, but discussion was invited on other possible schemes. He would first call on Dr. R. D. Roberts to read a paper on the question:

IS IT DESIRABLE TO APPLY FOR A SEPARATE CHARTER TO ENABLE HOLLOWAY COLLEGE TO CONFER DEGREES ON ITS STUDENTS?

Dr. R. D. ROBERTS said that on May 27 he had proposed a resolution, which had been carried, at the Board of Governors of Holloway College: "That steps be taken to carry out Clause 2 of the founder's deed, and obtain a Charter enabling the College to confer degrees on its students." He had considered that the College would thereby add to its dignity, be able to suit its teaching to its own degrees, and, lastly, to try an important experiment in women's education. As for himself, he was strongly in favour of granting Oxford and Cambridge degrees to women on the same terms as to men; but this claim had been decisively rejected by Cambridge. He had, therefore, brought forward his scheme as the only alternative. Since May, however, conditions had changed, and the enlarged scope of the Duke of Devonshire's Teaching University Bill opened the door to Holloway College. Under these altered circumstances he was not prepared to press his scheme.

Mr. STRACHAN DAVIDSON next read a paper on the question:

IS IT DESIRABLE TO INITIATE A SCHEME FOR A WOMEN'S UNIVERSITY OF WHICH HOLLOWAY COLLEGE SHOULD FORM A CONSTITUENT PART?

The kind of University contemplated was one in close connexion with one or both of the older Universities. The project was an incident in the struggle at Oxford about granting degrees to women. Those who, like him, had opposed that measure, felt that the women's claims could not be met with a blank negative. Their only real grievance was that Oxford students were put at a discount when competing for scholastic posts with women from mixed Universities. Whether this disadvantage was small or great he would not discuss. It was the sole argument which appealed to the man in the street—to himself, for instance. He proposed that Oxford and Cambridge should lend their examinations as tests for the degrees to be conferred by the Women's University. For the details of the scheme he had drawn up he alone was responsible, but the principles had received the approval of the Conference of 1896. In some particulars he should like to modify it. The Vice-Chancellor of Oxford or Cambridge might countersign the diplomas to be given by the Women's University. Further, he had spoken as if the degrees were to be conferred exclusively on the results of Oxford and Cambridge examinations, but he now desired to leave the largest freedom in this respect to the Senate of the new University. But at first they would be wise to accept only Oxford and Cambridge standards. They must carefully distinguish the first stages of the University from the ultimate goal. Eventually he should hope to see a great federated University under the ægis of Oxford and Cambridge. The first step must be to invite the co-operation of the University of Cambridge, and then of the women's colleges at Oxford and Cambridge. Supposing the answer from both to be unfavourable, they need not give up in despair. They should be content with a modest beginning. The University of Oxford and Holloway College were strong enough to stand alone. Somerville and Lady Margaret's would sooner or later ask to be admitted to a share in the administration of the new University, and when next the degree question turned up at Cambridge, there would be a complete answer to the petitioners—"You have a Women's University." Such a solution would but conduce to the prosperity of Holloway College, which, as regards Oxford, would stand on a complete equality with Somerville and Lady Margaret's, whereas, if Oxford had granted the degrees or diplomas asked for last year, Holloway students would have found themselves left out in the cold. Happily for all concerned, that proposal had been defeated. They now stood at the parting of the ways, and had to decide whether the ties between Oxford and Holloway College were to be severed or brought closer together. Holloway might sever itself from Oxford, but Oxford would never cast off Holloway. If asked what Holloway would gain from Oxford, he answered that the teaching University, even if established, could not for a long time to come give anything equivalent to Oxford examinations. And though his scheme did not commend itself to the Headmistresses, yet it was far less strongly condemned than the alternative scheme of Dr. Roberts. The habitat of the new University and the admission of other colleges and students were open questions which should be decided by the governing body. He hoped that Holloway would not, by adopting the first or third proposal, cut off its connexion with Oxford, which Oxford valued so highly.

Mrs. BRYANT spoke to the question:

IS IT DESIRABLE THAT HOLLOWAY COLLEGE SHOULD BE INCLUDED IN THE PROPOSED TEACHING UNIVERSITY FOR LONDON?

Headmistresses had all hoped to see Holloway College developed as a great London University college. Increasing numbers of high-school girls were seeking a University education. In the lists of the University of London Arts degrees, published last month, there were eighty-four

men against seventy-three women, and in the first class there were ten men against fifteen women. Analysing the three periods of six years that had elapsed since these degrees were thrown open to women, she found that the percentage of women was respectively 12·2, 18·7, and 35·3. This growing demand for University education on the part of women was both a sign and warrant of increasing sympathy between brothers and sisters, enrichment both of social and intellectual life, and a new stimulus and interest to both sexes. She was not careful to discuss either Dr. Roberts's or Mr. Davidson's scheme. Whether good or bad, they both aimed at an ideal which was not yet in demand. She had never met with a woman, or even heard of a woman, who wanted a separate University for women. The definition of learning must, at least for the present generation, be what men make it, and the special needs of men virtually cover the whole field. Any qualitative peculiarity which later wisdom might discover, as appropriate to a women's course of study, would be a very small matter in comparison. Present observation only showed that women stand in a larger proportion for the central ideal of a good Arts course, as opposed to specialization in science. If new developments were in future required, there would be little difficulty in getting them. Whether they were inferior or not, Holloway degree would certainly at first be suspect. Not even free education for three years would tempt to Holloway a girl who had to make her own lives livelihood. She would go by preference to Bedford College, to Oxford, or even to Wales. The teaching University of London, as she hoped to see it, would be *par excellence* the Women's University, with courses adapted for the wants both of men and women, but she far preferred the University as it was, a mere examining body, to Mr. Strachan Davidson's University, which would be nothing but a registering body. The Secretary then read a number of letters expressing the opinions of those unable to attend.

Sir W. ANSON was in favour of a Women's University, with Holloway College as a centre.

The MASTER of BALLIOL condemned the scheme for a Women's University as fundamentally mistaken, and rejected by the great majority of women teachers.

The BISHOP of HEREFORD adhered to his letter in the *Times* last May.

Sir J. MOWBRAY thought it was not in the interests of the old Universities that women should reside in them, or take degrees.

Professor MAX MÜLLER advised that Holloway College should have power to grant degrees, but considered that women should be entitled to all the privileges of the older Universities except actual membership.

Professor VERNON HARCOURT was in favour of the third scheme. It would have seemed a risky experiment twenty-five years ago; but all the benefits then anticipated from mixed education had come to pass, and none of the evils.

The PRESIDENT of TRINITY COLLEGE wrote:—"In answer to Question I, I should be opposed to transforming an efficient college into an inefficient University. Question III.—I should at least wait till it is known what the Teaching University is like. Question II. is of wider interest. Technically it suited the purpose of the opponents of women's degrees at Oxford, and it might now be laid aside. It proposes a new type of University, such as has never been suggested for men. Even supposing that Oxford and Cambridge degrees are never to be granted to women, that is no reason why they should throw themselves into the arms of a so-called Women's University, in which degrees are wholly divorced from the three essential qualifications, residence, teaching, and examination."

Professor CASE strongly deprecated any separate action on the part of Oxford, and desired to see the two Universities move both together if they moved at all.

The VICE-CHANCELLOR of the UNIVERSITY of CAMBRIDGE dwelt on the extreme undesirability of introducing a sex distinction into University examinations.

Miss MAITLAND considered it would be unwise both for Holloway College and for the interests of women's education generally to apply for powers to grant degrees. There would be a grave danger of the standard of learning being lowered, as was the case in the American colleges for women only. Holloway College should become one of the constituent colleges of the teaching University.

Mrs. WILLIAM GREY wrote, as probably the last message she would send to her fellow-workers:—"A Women's University would be fatal to the best interests of women's education. The teaching profession is open to both sexes, and the qualifications for both should be ratified by accepted standards. Holloway degrees would be a fancy medal, not standard coin of the realm."

The Chairman then called on Mrs. Fawcett to open the discussion.

Mrs. FAWCETT said she was uncompromisingly opposed to Schemes I. and II., and favourably impressed with III. She was in a position to speak for Girton and Newnham, and Cambridge women believed that they already possessed higher privileges than those now offered them. Professor Case, in urging the common action of the two Universities, was not so diplomatic as the *Quarterly Review*. The *Quarterly Review* had let the cat out of the bag, and expressed the desire to turn the women out of the University boat in which they were now sitting. The reviewer said that the position of women at Cambridge was absolutely intolerable.

To whom? Certainly not to the women, who were increasing rapidly in numbers. As to Dr. Roberts's scheme, she regretted it for the sake of Holloway College itself. She regretted to see the College committing educational suicide, or, if that was too strong a phrase, making Mr. Holloway's project ridiculous.

Miss EMILY DAVIES contrasted the different fortunes of Queen's College and Bedford College, London, both founded within a year or two of one another. Queen's College continued to give its own certificates, and held aloof from University examinations. Its certificates had no market value, and the College had stagnated. Bedford College had accepted the London University examinations. It had already two hundred graduates, and a hundred students were at the present moment reading for the London degree. It was also in receipt of a Treasury grant of £1,200 a year as a University College.

Mrs. HENRY SIDGWICK, speaking in behalf of Newnham College, said there was not a chance of its ever joining a federated Women's University. Before the degrees of the new University could have any professional value, their own certificates would have at least the same. They did not wish to serve two masters. The proposed University was of an entirely new type. The federated Universities of Victoria and of Wales were federations of homogeneous colleges; this would have colleges with no common tie but sex. Why should women come to a common understanding as to educational requirements any more than men? Holloway could not possibly compete with the teaching given at Oxford or Cambridge, and would have to take a back seat.

Miss MARY GURNEY, having been connected with the National Association for Promoting the Higher Education of Women from the time it was started in 1871, was able to state that the proposal for a Women's University had never been mooted, much less entertained, by the Council. A degree of a college not understood by the outer world would be of little value.

Miss WELCH, of Girton College, gave her adhesion to the third proposal.

Miss LOUISA STEVENSON, Secretary of the Ladies' University Education Association, Edinburgh, observed that certificates stamped by the Vice-Chancellor would not have a thousandth part of the professional value of an M.A. degree. In Scotland, the throwing open of degrees to women had realized their wildest hopes. The Principal of Edinburgh University had remarked to her only the other day that the presence of women has already done something to raise the moral and intellectual tone of the students.

Miss JONES, of the Notting Hill High School, said that the resolution of the Headmistresses' Conference condemning the proposal of a separate University had been carried by 102 votes to 1. The letter from the Headmistresses to the *Times* of July 8, to which Mr. Davidson had referred, was signed by 151 headmistresses. In her opinion the curriculum for girls should differ very little, if at all, from that for boys. This Women's University would be a reactionary step. It would mean the trying of all sorts of rash experiments. Thus, one of its promoters opined that the course of study should be mainly literary, while cookery and the domestic arts should not be neglected!

After an adjournment for luncheon the debate was resumed by Miss Annie Rogers, Secretary of the Oxford Association for the Higher Teaching of Women.

Miss ROGERS said that what their students chiefly desired was Oxford education, not Oxford degrees. Their position at Oxford was very satisfactory. They had begun by trying separate examinations for women in various subjects, but had given them all up save one, and this was the least satisfactory. A Women's University would be opposed by the whole teaching body of women students at Oxford.

The Rev. T. H. GROSE, Registrar of the University of Oxford, said the result of the meeting was that the scheme for a Women's University was dead. As Mr. Strachan Davidson had referred to him as Registrar, he would tell Mr. Davidson why his scheme failed to arouse any enthusiasm. Oxford had traditions in which their women students shared, and in which this Queen's University students would have no part or lot. "A diploma signed by the Vice-Chancellor!" Was that common sense? Were Somerville students likely to prefer his miserable paper University to the great Universities in which they were now living? He rejoiced, however, that the scheme had been broached. It showed that the conscience of their opponents was beginning to stir, and, when once the conscience is awakened, things may go far. They used to be told that this question of women's degrees must not be touched till the question of co-education had been settled. It has been settled; while they had been wrangling and arguing, it has settled itself.

Sir JOSHUA FITCH observed that no one had yet spoken in favour of proposition No. I., which stood first in the circular summoning the Conference. The late Mr. Holloway was a man of large and generous views, but he did not understand the problem he undertook to solve. Mr. Holloway had travelled in the States, and had visited Vassar, Bryn Mawr, Wellesley. He had found all of these independent, self-contained institutions, with the power of giving their own degrees, and he desired to see a similar institution in England bearing his name. He was not aware of, or he failed to realize, the significance of the fact that there were in the United States 467 public bodies empowered to

graduate their students and give them degrees. In America a degree has no value at all. The Governors of Holloway College would do well to disregard this counsel not of perfection. No one knows better than they how many of Mr. Holloway's wishes had proved impracticable. A Women's University would mean a lower standard in literature and scholarship—at any rate, the world would think so. It was founded on a radical misconception of the theory of learning, viz., that there were distinct masculine and feminine types of knowledge. But who could map out the field of knowledge, and say which provinces were best adapted for the male and which for the female intellect? Had any philosopher ever attempted to lay down a scheme of feminine learning? At the University of London an instructive experiment had been tried, and its failure might serve them for a warning. In its early days the Senate, at the instigation of Mr. Grote, drew up a special scheme of studies for women, with a view of giving more seriousness and solidity to women's education. Two things happened. The "women's certificates" awarded on this examination scheme were very little in demand. There being a wide range of subjects allowed, it was found that the women as a rule fastened on the male subjects. The scheme was discredited and abandoned.

Professor PERCY GARDNER said that things at present were at a deadlock. If the men and women who promote the University education of women do not desire a Women's University, this deadlock would remain. Holloway College represented certain principles—the principle of the teaching of women by women, and the principle that women's education ought to be planned to fulfil the special needs of women. These principles must at any cost be maintained, and, as Holloway College was not at present strong enough to give degrees by itself, nothing remained but a federated University. Was this federation to be with the new London University, or with Oxford or Cambridge? Holloway College would find a far more sympathetic appreciation from the older Universities.

Mr. ARTHUR SIDGWICK said that he and Professor Gardner regarded the question from different points of view. From the educational point of view things were not at a deadlock. At Oxford women's work went on and grew. The remarkable interest that both Mr. Strachan-Davidson and Professor Gardner showed in Holloway College was calculated to arouse suspicions. This Women's University was so Protean in character that there was no grasping it. "It would give an education more suitable to women." In what particular subjects? they asked. "That," answered Mr. Davidson, "is a detail that the University must settle for itself." On this point their experience at Oxford was very significant. Being ignorant, they had begun, like Mr. Davidson, with this fallacy of sexually differentiated curricula. Taught by experience, they had gradually abandoned it, and its chief supporter, Miss Wordsworth, was now a complete convert to the other view. One by one the men's schools had been thrown open to women, and all they now wanted at Oxford was a clear sign that their students had got what no one denied that they had got. He was astounded to hear Mr. Davidson arguing in favour of that discredited fetish, a non-resident degree, but Mr. Davidson had incautiously shown his hand, and betrayed the motive—these out-students would be a barrier against a mixed University.

Miss MARION KENNEDY said that twenty-five years' experience of co-education had confirmed her conviction of its benefits for both sexes.

Miss EDITH WILSON gave figures showing how at the Victoria University the proportion of women to men graduates had steadily grown since its foundation in 1880. What women now most suffered from was their poverty, and the resulting over-pressure, and it would be a grievous pity if the money which should go to bursaries and scholarships were squandered on a new University that none of them required.

Professor HENRY SIDGWICK feared that the advice which he had to offer Holloway College would seem uninteresting and uninspiring. It was to do nothing. The question of a teaching University for London was approaching solution, and they could afford to wait. By joining that University, Holloway College would gain an influence it could never possess with Oxford. Professor Case's letter, the reading of which had afforded so much amusement, was a remarkable comment on Mr. Strachan Davidson's scheme. They had been authoritatively told that Newnham and Girton Colleges would never, of their own free will, enter into any relations with a Women's University. This being so, he might confidently assert, in answer to Professor Case's proposal, that the University of Cambridge, if approached, would decline to take any action. They had no wish to disturb the existing amnesty. Dr. Forsyth, the leading representative of Cambridge on the Joint Committee, had distinctly stated: "If the women's colleges refuse to join, I, for one, will take no part in furthering it." Their refusal might seem to show a little asperity, but their feeling was that their present task was quite sufficient for their energies. They were told that the Oxford and Cambridge courses did not suit the ideals of women, but he had failed to find a single argument in favour of a differentiated system.

Miss AGNES HITCHCOCK, of the Kensington High School, opposed the notion of a Women's University.

Mrs. A. H. JOHNSON, late Hon. Secretary of the Association for the Education of Women at Oxford, said she was one of the few Oxford women who opposed the grant of the degree to women. The Councils

of the Oxford women's colleges had not been officially consulted on Mr. Strachan Davidson's scheme. That scheme had been unfairly treated. The importance of the Oxford training was the residence. The fact that the men who were seeking the highest education should be adverse to women who sought the same ends was somewhat disturbing.

The CHAIRMAN said that in representing what had been said he was not expressing his views or those of the Governors, but acted simply as a mirror. After expressing regret at the absence of Sir W. Hart Dyke, he said that the discussion had been practical and business-like; but, unfortunately, it had been very one-sided. No one had a word to say for the first proposal, that Holloway should give degrees. Most of the speakers were in favour of the third proposal, though some speakers qualified their support by counsels of waiting to see what sort of a thing the teaching University of London would turn out to be. No one, whether man or woman, who had taught women desired a special University for women. As to Holloway itself, the conference could not but have been valuable to the Governors.

On the motion of Mr. STRACHAN DAVIDSON, a hearty vote of thanks was passed to Mr. Bryce for presiding.

COLONIAL AND FOREIGN NOTES.

GERMANY.

IN Berlin there are seventeen fully-classical secondary schools (*Gymnasien*), of which number six are Royal, *i.e.*, directly maintained by the central authority, and eleven municipal. The number of scholars in these seventeen fully-classical schools, all of which teach Latin and Greek to all their pupils, is 8,380. There are also in Berlin eight *Realgymnasien* or semi-classical secondary schools (one Royal and seven municipal), all of which teach Latin to all their pupils, but none of which provides instruction in Greek. In these eight schools the pupils number 4,277. The *Gymnasien* and *Realgymnasien* have a nine years' course of study. So also have the *Oberrealschulen*, of which there are two in Berlin—both municipal. These are non-Latin secondary schools, teaching no classical language, but providing a first-rate "modern" curriculum. They now contain, between them, 991 pupils. Of *Realschulen* there are twelve—all municipal. These are first-rate "modern" schools, teaching no classics, but with a six years' course, instead of one of nine years. In the Berlin *Realschulen* there are 5,194 pupils. All the above schools are for boys only. Thus in Berlin 18,842 boys are receiving a first-rate and systematic secondary education. Of these, 6,185, or very nearly one-third, are getting a "modern" education of quite admirable quality on the sort of lines suggested by Mr. Curzon in his recent speech on commercial education. The Berlin *Realschulen* are turning out, at the rate of 1,000 youths a year, an army of first-rate recruits for commercial warfare. These lads all talk and write French and English with fluency and accuracy. They are well-found in arithmetic and mathematics. They possess a wide knowledge of modern history. They have made a special study of geography, particularly on its commercial side. They have acquired a good deal of information as to physical science and natural history, and they have been carefully trained in the use of their own language. What wonder is it that we in England are beginning to feel the effects of the competition of the young business men and commercial travellers who have been thus systematically grounded in the knowledge required in their calling? What wonder that men thus trained are able to attack neutral markets with dexterous use of what Sir W. Harcourt humorously calls the "arts of solicitation," and with increasing prospects of success? They start by knowing more than our ordinary boys of the same class—and what they know directly fits them for modern commercial life. They are not the victims of premature specialization. The kind of sham commercial education which Mr. H. G. Wells has been so justly trouncing in the *Daily Mail* is not the sort of thing which the *Realschulen* give. They provide first-rate teaching, a carefully thought-out curriculum, a six years' course. Their teachers are not only academically cultivated, but actually trained for the work of teaching. And, by the offer of privileges in regard to military service, the Government has been able, not only to screw up the standard of the schools to a high level of efficiency, but also to persuade large numbers of parents to keep their boys at school for the whole course. The machine thus started runs subsequently with increasing smoothness and effect. The schools give a good education for the "rough and tumble" of the modern commercial world, and the Berlin parents are beginning to value the education, not merely for the sake of the exemption and privileges which are attached to it, but for its own solid excellence and worth. Where, however, is the central authority in England to find its leverage in the difficult and unpopular task of raising the standard of instruction and in compelling the acceptance of a carefully thought-out curriculum? The absence of compulsory military service, and the consequent lack of special privileges in the hand of the central authority, make the essential difference between English and Prussian conditions.

During the past six weeks a lively controversy has been raging in Berlin on the subject of the salaries of the teachers in the elementary schools which are under the control of the Town Council. Recent legislation in the Prussian Landtag has raised the whole question of the scale on which elementary school teachers shall be paid. Hitherto the salaries paid to this grade of teachers in Berlin have been notably above the average paid in Prussia. Starting with £60 a year, the Berlin elementary school teacher's salary has, since 1894, risen by regular increments to a maximum of £190, reached after 32 years' service. In addition to this, however, he has drawn an annual allowance of £30 to meet the rent of his apartments. A Committee of the Town Council was recently appointed to reconsider this scale. The Committee proposed that Berlin should continue to lead the market. Legislation having brought the practice of other districts nearer to the level hitherto adopted in Berlin, the Committee recommended that the capital should again take a step forward and raise the rate of salaries. The proposal was that the teachers should begin at £68 a year (retaining their allowance of £30 a year towards rent) and rise by regular increments to a maximum of £200 a year, to be attained after 32 years' service. Against this there was tabled a hostile amendment, which proposed a commencing salary of £50 a year (with the added allowance of £30 a year towards rent), rising by increments to a maximum of £200, attainable after 31 years' service. The latter scheme thus proposed to curtail a teacher's income at the beginning of his career, but to enable him to reach, at a date somewhat earlier than that named by the Committee, a maximum which is £10 in excess of that attainable under the regulations hitherto in force. The question came up for settlement on November 18, and led to an animated debate. The Council Chamber was crowded, and the excitement general. The proposals of the Committee were rejected, and the hostile amendment, which stood in the name of Lawyer Cassel, was carried by a considerable majority (64 votes to 38).

But the matter has not been allowed to rest there. Public opinion in Berlin has been a good deal stirred by the decision of the Town Council. The teachers' papers are full of indignant comments, which find an echo in important sections of the general press. Statistical calculations are bandied to and fro. It is argued by the one side that the Berlin teachers are being meanly treated; by the other side, that there is no sufficient cause for increasing their salaries at the present time. The advocates of Herr Cassel's motion contend that Berlin has no reason to become lavish in its expenditure because other cities have begun to level up their payment to a reasonable level. The Berlin teachers and their friends, on the other hand, argue that living is so much dearer in Berlin than under ordinary conditions elsewhere, that it will always be fair for salaries in the capital to be in advance of those paid in provincial cities. It is a pretty quarrel, and this is not the proper place to enter into the rights and wrongs of it. What is, however, significant to the foreign observer is this indication of a rift between the Liberal majority in the Berlin Town Council and the teachers in elementary schools. Depressed and comparatively weak in the Prussian and Imperial Parliaments, Liberalism is strong in the Town Councils of the great cities. The Liberal tradition has been to favour the elementary schools as the best means of fostering progressive opinions in the State, and to back the elementary school teachers as the pioneers of popular enlightenment—the "ecclesia militans der Volksaufklärung," as Herr Hugo Preuss calls them in an interesting article quoted by the *Pädagogische Zeitung* from the columns of *Die Nation*. But municipal government is becoming very costly, and the Liberal party in the Berlin Town Council has preferred to consult economy rather than to sanction what it regards as needless outlay on the salaries of the teachers. The Socialists, of course, have taken quite another line on the question, and the *Vorwärts* shows as much gusto in girding at Liberal "parsimony" as the Tory *Kreuz-Zeitung* in scoffing at the inconsistency of the Liberals who voted, though unsuccessfully, in Parliament in favour of a statutory minimum for all elementary school teachers' salaries higher than that which they have now adopted for Berlin. There seems little doubt that the decision of the Berlin Town Council will impair the relations between the Liberals and the elementary school teachers. Some of the latter may, perhaps, find themselves drawn towards swelling the Socialist vote, a movement which some observers allege to be already in progress in various parts of Prussia, and to have explained the anxiety of the Government to remove the worst scandals of underpayment. But beneath all these changes in party allegiance there are deeper causes at work. The old Liberal party in Prussia is at bottom Individualist in its sympathies. No one, however, can make a careful study of German education in its later developments without feeling that the whole system rests on a Collectivist basis. The tendency, sometimes frankly avowed, but usually instinctive rather than definitely thought out, is to regard the school as the engine for moulding the opinions of the rising generation. To "capture the school" and to frame its curriculum in accordance with its own ideals of Government is the underlying purpose of the extreme Imperialists and extreme Social Democrats alike. "Das Evangelium Eurer Majestät's geheiligter Person zu künden" is the enthusiastic turn which a rather literal-minded follower gives to the purpose of the one party; but *doctrinaire* Social Democracy has corresponding preconceptions of its own, which, if

it got the chance, it would like to engrave on the impressionable minds of the little children in its schools.

Now all this tendency towards using the educational machinery of the school as a means for stereotyping, or unifying, opinion on political or religious principles is inconsistent with the older form of individualistic Liberalism. As John Stuart Mill said, "A general State education is a mere contrivance for moulding people to be exactly like one another; and, as the mould in which it casts them is that which pleases the predominant power in the Government (whether this be a monarch, a priesthood, an aristocracy, or the majority of the existing generation), in proportion as it is efficient and successful, it establishes a despotism over the mind, leading by natural tendency to one over the body." So far as there still exists in Germany a party which is actuated by principles similar to those which inspired John Stuart Mill, so far will, sooner or later, the present tendencies of German elementary education meet with challenge and opposition. But the issues are not yet as clear as they will eventually become. Efficient elementary education has been one of the prime causes of German industrial efficiency, and of the subordination and discipline which characterize it. But industrial efficiency has largely added to the wealth of the very class in Germany where Individualist principles would naturally find their stronghold. Accordingly, there has hitherto been little disposition to criticise educational development on the present lines. But some observers think that they can already see signs of a turn in the tide. And the vote of the Berlin municipality may prove to have been significant of coming change.

UNITED STATES.

The first volume of the Report of the Commissioner of Education for 1896 has reached us. It is as usual a veritable encyclopædia, containing, besides the inevitable maze of statistics, nineteen lengthy articles on subjects as wide apart as "The English Education Bill of 1896" and "The Jewish Primer, as it was used in the public schools two thousand years ago." We note with some surprise that a well known educationist is referred to more than once as "Sir Lyulph Stanley"; in other respects the account of "the most important event in the recent history of education in England" is accurate and impartial. We are glad to come upon a passage in the Commissioner's Introduction which reads almost like an apology for the large amount of space devoted to questions of organization, including statistics figured and graphic. "The actual instruction given," he says, "is the ultimate objective point toward which all questions of organization must look. All discussion that relates to School Boards, supervision, equipment, costs, and such items, must have as its final object the efficiency of the teacher and of his work. But the question of maintaining and improving the quality of the teaching has become exceedingly complex as cities have grown in size, and many subsidiary questions are involved that have caused so much difficulty in their settlement that they have come to be looked upon as no longer of secondary consideration, but matters of prime importance in themselves. The selection of members of the School Board, the raising of school revenue, the appointment of the superintendent, the choice of teachers, the construction of buildings, all these involve vital questions the successful solution of which is the condition precedent upon which effective work in the school depends." This is sound doctrine, and can hardly be preached too often.

For any who take an interest in such matters we add the following figures:—The grand total of scholars for 1896 enrolled in schools of all grades was nearly sixteen millions (an increase of 308,575), divided thus—fifteen and a quarter millions in the elementary grade, about half a million in the secondary grade, and about a fifth of a million in the higher (or University) grade. The same figures divided according to control show nearly fourteen and a half millions in the public schools, and only one and a half in their private competitors. In the "common schools," defined in the Report as "public schools of elementary (first eight years of course of study) and secondary (ninth to twelfth years) grades"—the average attendance was 67·78; the percentage of male teachers 32·6 (to which figure there has been a steady fall from 43·1 in 1877; the average monthly salary for men about £9, for women about £8; the total expenditure about £37,000,000, being nearly £4 per pupil (risen from £3. 3s. in 1878), and 10s. 6d. *per capita* of population (risen from 7s. in 1870).

A curious piece of information is the statement that the average amount of schooling per inhabitant, calculated on the basis of present attendance, and expressed in years of two hundred school days each, is 4·84 (risen from 3·32 in 1870). More inspiring is the fact that the total number of students pursuing normal or teachers' training courses last year was 84,400 (more than 7,000 of whom were in Universities and colleges), being an increase of 3,862 over 1895. "It is gratifying," the Commissioner remarks in this connexion, "to note the increased support extended to public normal schools by states, counties, and cities." When are we to be similarly gratified?

The administrator, the historian, the philosopher, the sociologist, nay, the very writer of "Foreign Notes" himself, will all find abundant material in this volume for their respective purposes—in token whereof we extract the following chronological data from an interesting chapter entitled "Comparative Study of Popular Education among Civilized Nations":—"The Government in every civilized country has since 1801

either enacted a law or taken measures for the general introduction of public education. In Holland the first laws regarding public instruction were those of 1801, 1803, and 1806. In Bavaria compulsory attendance dates from 1802. In Prussia the ordinance of 1819 laid down the conditions of compulsory attendance in that State. In the Grand Duchy of Baden popular instruction was created in 1834. In the second half of the century the greater number of the German States multiplied continuation schools, and made education compulsory. The greater number of the Swiss Cantons created a system of schools between 1830 and 1848. Sweden, where education had been already well introduced in the eighteenth century, promulgated its organic educational law in 1842, and since 1850 this same law has been the law of Norway, transforming her itinerant schools into definitely located establishments. In Finland, long a dependence of Sweden, the schools that the Reformation had called into being proved inadequate, and the public schools were organized by the laws of 1858 and 1866, while Hungary has made strenuous efforts to raise her schools to the level of those of the German peoples. In France, the basic law, at east the first which was really efficient, is the law of 1833. In England the first Reform Bill had opened the doors of Parliament to the mercantile class, and England had made the first appropriation for the construction of elementary schools. The Committee of the Privy Council on Education was instituted by the English Parliament in 1839, but the first organic educational law was not passed until 1870. Some of the Italian States had school laws in the first half of the nineteenth century, but when, in 1859, Italy became a united kingdom, the law of Piedmont was adopted for the whole peninsula and its islands. The law of Spain was passed in 1857. In the United States, after a formative period, Horace Mann was appointed in 1837 Secretary of the Board of Education of Massachusetts, and the first State normal schools were founded soon after. In 1867 a National Bureau of Education was founded. In Canada the fundamental law of public instruction in the province of Quebec went into effect in 1841. The school system of Ontario dates from 1844. The first law of the province of New Brunswick was promulgated in 1833. During the second half of the present century almost all the Spanish American Republics modelled, partly at least, their school systems on those of the United States. The same activity in organizing public education has been shown in the colonies and countries under European control; as, for instance, in Algeria, Cape of Good Hope, India, British Australasia, and the Antilles. Japan, entering resolutely into the ideas of European civilization, created a system of public schools in 1872."

CANADA.

The report of the Council of Public Instruction for the North-West Territories for 1896 has just reached us. The Council deals with an area of 302,000 square miles, embracing large farming, ranching, lumbering, and mining regions, and containing amongst a widely distributed population a number of "colonies" established by different foreign nationalities. In spite of these difficulties ten years of steady work have raised the number of schools from 76 to 366 (339 of which only employ one teacher), the pupils from three thousand to thirteen thousand, and the teachers from 84 to 433, of whom rather more than half are women. The detailed figures show that the average number of pupils per school and per teacher have varied but slightly. Thirty children in the same standard to one teacher are not perhaps too many in an English Board school, but thirty children in four or five standards to one teacher must be an almost hopeless problem. Luckily, at least in some cases, the average attendance in the North-West is barely 50 per cent. There are no separate secondary schools, but the sixth, seventh, and eighth standards, the enrolment for which in 1896 was 126, 39, and 5 respectively, are termed "high-school standards," and have an entirely separate programme, based upon the matriculation examinations of the Universities of Toronto and Manitoba.

However unavailing the struggle for educational reform at home may sometimes seem, it is always inspiring to find the idea of systematized effort thus gaining ground and slowly spreading over the vast outlying districts of the world. The schoolmaster is, indeed, abroad, when his activity reaches from Alaska to Patagonia, from Reikiavik to Stewart Island. And, if new foundations are every day being laid, the greater the necessity for experienced builders to work at improvements in the superstructure. The same difficulties will everywhere appear, and it should be the privilege of those who started first to solve them. That the North-West Territories have an eye on the rest of the world is clear enough from the present report. The only title to teach, for instance, is the possession of both an academic and a professional certificate, and normal schools are referred to as the people's safeguard against empiricism; in the erection of new buildings increased attention has been paid to the conditions that affect the health and comfort of the children, and progress has also been made in beautifying the school-rooms; after careful experiment promotion examinations with the grant depending upon them have been abolished, and promotions are now made by the teachers, who are instructed to take account of health, mental vigour, and application, as well as scholarship, in determining

(Continued on page 78.)

MESSRS. BELL'S NEW BOOKS.

EDUCATIONAL CATALOGUE POST FREE.

ELEMENTARY BOTANY. By PERCY GROOM, M.A. (Cantab. et Oxon.), F.L.S., Examiner in Botany to the University of Oxford. With numerous Illustrations. Crown 8vo, 3s. 6d.

BOOK-KEEPING BY DOUBLE ENTRY, THEORETICAL AND PRACTICAL, including a Society of Arts Examination Paper fully worked out. By J. T. MEYHURST, A.K.C., F.S.S., Fellow of the Society of Accountants and Auditors (Incorporated), Author of "Examination Papers in Book-keeping." Crown 8vo, 2s.

New Volume of the Cambridge Mathematical Series.

INTRODUCTION TO EUCLID, including Euclid I. 1-26, with Explanations and numerous Easy Exercises. By HORACE DEIGHTON, M.A., Headmaster of Harrison College, Barbados, and O. ENTAGE, B.A., Assistant-Master of Harrison College. 1s. 6d.

Companion to Whitworth's "Choice and Chance."

DCC EXERCISES, including Hints for the Solution of all the Questions in "Choice and Chance." By W. A. WHITWORTH, M.A., late Fellow of St. John's College, Cambridge. Crown 8vo, 6s.

For London B.A., 1898.

JOHNSON'S LIVES OF PRIOR AND CONGREVE. Edited by F. RYLAND, M.A., Editor of "Johnson's Lives of Dryden, Swift, Pope, Milton, and Addison." Crown 8vo, 2s.

New Edition of Gasc's French Dictionary.

DICTIONARY OF THE FRENCH AND ENGLISH LANGUAGES. By F. E. A. GASC. A New Edition, reset in new type, and considerably Enlarged. Small 4to, 12s. 6d.

New Books by Messrs. Pendlebury and Beard.

COMMERCIAL ARITHMETIC. By C. PENDLEBURY, M.A., and W. S. BEARD, F.R.G.S. Crown 8vo, 2s. 6d. [In the press.]

GRADUATED ARITHMETIC, for Junior and Private Schools. By the same Authors. In seven parts, in stiff canvas covers. Parts I., II., and III., 3d. each; Parts IV., V., and VI., 4d. each; Part VII., 6d. Answers to Parts I. and II., 4d.; Parts III.-VII., 4d. each.

REVIEWS AND ESSAYS IN ENGLISH LITERATURE. By the Rev. DUNCAN C. TOVEY, M.A., Rector of Worpleston, Clark Lecturer at Trinity College, Cambridge. Crown 8vo, 5s. net.

New Edition of Conington's "Vergil."

VERGIL VOL. I. (Containing the Eclogues and Georgics.) Edited by the late JOHN CONINGTON, M.A., and H. NETTLESHIP, M.A., late Corpus Professor of Latin in the University of Oxford. Fifth Edition, Revised by F. HAVERFIELD, M.A., Christ Church, Oxford. Demy 8vo, 10s. 6d. [Shortly.]

Now ready. Vol. V. In Two Parts. Crown 8vo, 4s. 6d. net each.

GREGOROVIVS' HISTORY OF THE CITY OF ROME IN THE MIDDLE AGES. Translated from the German by Mrs. HAMILTON. [Shortly.]

HANDBOOKS OF ENGLISH LITERATURE.

Edited by Professor HALES.

NEW VOLUMES. Crown 8vo, 3s. 6d. each.

THE AGE OF MILTON. By the Rev. J. H. B. MASTERMAN, M.A., sometime Lecturer of St. John's College, Cambridge. With an Introduction, &c., by J. BASS MULLINGER, M.A., University Lecturer in History.

THE AGE OF TENNYSON. By Professor HUGH WALKER, Professor of English Literature in St. David's College, Lampeter.

New Volumes of Bohn's Libraries.

THE PROSE WORKS OF JONATHAN SWIFT. Edited by TEMPLE SCOTT. With an Introduction by the Right Hon. W. E. H. LECKY, M.P. In about Eight Volumes, 3s. 6d. each.
Vol. II. "The Journal to Stella." Edited by F. RYLAND, M.A. With a Facsimile Letter and two Portraits of Stella.

THE WORKS OF GEORGE BERKELEY, BISHOP OF CLOYNE. Edited by GEORGE SAMSON. With a Biographical Introduction by the Right Hon. A. J. BALFOUR, M.P. Three Volumes, 5s. each. [Vol. I. ready.]

THE CAMPAIGN OF SEDAN. The Downfall of the Second Empire. August to September, 1870. By GEORGE HOOPER, Author of "Waterloo"; "The Downfall of the First Napoleon"; "A History of the Campaign of 1815." With General Map and Six Plans of Battle. New Edition. 3s. 6d.

London: GEORGE BELL & SONS, York Street, Covent Garden.

CLARENDON PRESS LIST.

Now Ready, 32mo: (a) On Writing Paper for MS. Notes, paper boards, 3s. 6d. each; (b) On Oxford India Paper, roan, 5s. each.

THE COMPLETE WORKS OF HORACE. Edited by the Very Rev. E. C. WICKHAM, D.D., Dean of Lincoln.

UNIFORM WITH ABOVE.

THE COMPLETE WORKS OF VIRGIL. (PAPILLON and HAIGH.) *WESTMINSTER GAZETTE*.—"Nicely got up and easily carried in the pocket."

Crown 8vo, cloth, 3s. 6d. net.

THE ODYS OF KEATS. With Illustrations, Notes, and Analyses, and a Memoir. By ARTHUR C. DOWNER, M.A., Brasenose College, Oxford.

Just Published. Crown 8vo, stiff covers, 1s. 6d. Abridged School Edition of **CECETIS TABULA.** With Introduction and Notes by C. S. JERRAM, M.A.

*• The Edition published at 2s. 6d. is still on sale.

English.

AUTHOR.	WORK.	EDITOR.	PRICE. s. d.
Chaucer	<i>Prologue to Canterbury Tales</i> ...	Skeat	1 0
"	<i>Prioresses Tale, Clerkes Tale, Sir Thomas Monkes Tale, Squires Tale</i> ...	"	4 6
"	<i>Minor Poems</i> ...	"	10 6
"	<i>House of Fame</i> ...	"	2 0
Langland	<i>The Vision of William concerning Piers the Plowman</i> ...	"	4 6
Minot, Laurence	<i>Poems</i> ...	Hall	4 6
Spenser	<i>Faery Queene, Books I. and II.</i> ...	Kitchin & Mayhew	each 2 6
Milton	<i>Areopagitica</i> ...	Hales	3 0
"	<i>Paradise Lost, I.</i> ...	Beeching	1 6
"	" <i>II.</i> ...	Chambers	1 6
Gray	<i>Selected Poems</i> ...	Watson	1 6
Goldsmith	<i>The Traveller</i> ...	Hill	1 0
Keats	<i>Hyperion I.</i> ...	Arnold	0 4
Scott	<i>Lord of the Isles</i> ...	Bayne	3 6
"	<i>Marmion</i> ...	"	3 6
Sweet	<i>An Anglo-Saxon Reader</i> ...	"	9 6
"	<i>An Anglo-Saxon Primer</i> ...	"	2 6
"	<i>First Middle-English Primer</i> ...	"	2 6
Skeat	<i>A Primer of English Etymology</i> ...	"	1 6
Moore Smith	<i>Notes on the Gospel of St. Luke</i> ...	"	1 6

Latin.

Catullus	<i>Carmina Selecta</i> (Text only) ...	Ellis	3 6
Cicero	<i>Selections, Three Parts</i> ...	Walford	each 1 6
"	<i>Selected Letters</i> ...	Prichard & Bernard	3 0
"	<i>Select Letters</i> (Text only) ...	Watson	4 0
"	<i>Pro Cluentio</i> ...	Ramsay	3 6
"	<i>Select Orations</i> ...	King	2 6
"	<i>In Q. Caec. Div. and In Verrem I.</i> ...	"	1 6
Cornelius Nepos	<i>Lives</i> ...	Browning & Inge	3 0
Ovid	<i>Selections</i> ...	Ramsay	5 6
"	<i>Tristitia, Book I.</i> ...	Owen	3 6
"	" <i>Book III.</i> ...	"	2 0
Plantus	<i>Capituli</i> ...	Lindsay	2 6
"	<i>Trinummus</i> ...	Freeman & Sloman	3 0
Pliny	<i>Selected Letters</i> ...	Prichard & Bernard	3 0
Quintilian	<i>Book X.</i> ...	Peterson	3 6
Sallust	<i>Bellum Cat. and Jugurth.</i> ...	Capes	4 6
Tacitus	<i>Annals I.-IV.</i> ...	Furneaux	5 0
"	<i>Annals I.</i> ...	"	2 0
Terence	<i>Adelphi, Phormio</i> ...	Sloman	each 3 0
"	<i>Aulidia</i> ...	Freeman & Sloman	3 0

Greek.

Aeschylus	<i>Eumenides</i> ...	Sidgwick	3 0
"	<i>Agamemnon</i> ...	"	3 0
Aristophanes	<i>Clouds</i> ...	Merry	3 6
"	<i>Wasps</i> ...	"	3 6
Buripides	<i>Hecuba</i> ...	Russell	2 6
"	<i>Medea</i> ...	Heberden	2 0
"	<i>Bacchae</i> ...	Cruikshank	3 6
Homer	<i>Iliad XIII.-XXIV.</i> ...	Monro	6 0
"	<i>Odyssey I.-XII.</i> ...	Merry	5 0
"	" <i>I. and II.</i> ...	"	each 1 6
Plato	<i>Apology, Meno</i> ...	Stock	each 2 6
Plutarch	<i>Gracchi</i> ...	Underhill	4 6
Xenophon	<i>Anabasis I.</i> ...	Marshall	2 6
"	" <i>II.</i> ...	Jerram	2 0
"	<i>Cyropaedia, Book I.</i> ...	Bigg	2 0
"	<i>Hellenica, Books I. and II.</i> ...	Underhill	3 0
"	<i>Memorabilia</i> ...	Marshall	4 6

French.

AUTHOR.	WORK.	EDITOR.	PRICE. s. d.
Beaumarchais	<i>Le Barbier de Séville</i> ...	Dobson	2 6
Cornelle	<i>Cinna</i> ...	Masson	2 0
"	<i>Horace</i> ...	stiff covers, 2 6	
Gautier, Théophile	<i>Scenes of Travel</i> ...	Saintsbury	2 0
Molière	<i>Le Misanthrope</i> ...	"	2 0
"	<i>Les Fourberies de Scapin</i> ...	Markheim	3 6
"	<i>Les Femmes Savantes</i> ...	Masson	1 6
"	"	stiff covers, 2 0	
Quinet	<i>Lettres à sa Mère</i> ...	Saintsbury	2 0
Racine	<i>Esther</i> ...	"	2 0
Voltaire	<i>Méopse</i> ...	"	2 0
Sainte-Beuve	<i>Causeries du Lundi</i> ...	"	2 0
Brachet	<i>Selections from Etymological Dictionary of the French Language</i> ...	Kitchen	7 6
"	<i>Historical Grammar of the French Language</i> ...	"	3 6
Saintsbury	<i>Primer of French Literature</i> ...	"	2 0
"	<i>Short History of French Literature</i> ...	"	10 6

German, &c.

Becker, The Historian	<i>Friedrich der Grosse</i> ...	Buchheim, C. A.	3 6
Chamisso	<i>Peter Schlemihls wundersame Geschichte</i> ...	E. S.	2 0
Goethe	<i>Egmont</i> ...	C. A.	3 0
"	<i>Iphigénie auf Tauris</i> ...	"	3 0
"	<i>Dichtung und Wahrheit</i> ...	"	4 6
Halm	<i>Giseldis</i> ...	"	3 0
Heine	<i>Prasa</i> ...	"	4 6
"	<i>Harzreise</i> ...	"	2 6
Hoffmann, Franz	<i>Heute mir, Morgen dir</i> ...	Maupe	2 0
Lessing	<i>Nathan der Weise</i> ...	Buchheim, C. A.	4 6
"	<i>Minna von Barnheim</i> ...	"	3 6
"	<i>Laokoon</i> ...	Hamann & Upcott	4 6
Niebuhr	<i>Griechische Herden-Geschichten</i> ...	Buchheim, E. S.	2 0
"	<i>Edition A.—Text in German Type. Edition B.—Text in Roman Type.</i> ...	stiff covers, 1 6	
Riehl	<i>Seines Vaters Sohn, und Gespensterkampf</i> ...	Gerrans	2 0
Schiller	<i>Wilhelm Tell. Large Edition. School Edition.</i> ...	Buchheim, C. A.	3 6
"	<i>Historische Skizzen</i> ...	"	2 6
"	<i>Die Jungfrau von Orleans</i> ...	"	4 6
Buchheim, E. S.	<i>Short German Plays</i> ...	"	3 0
"	<i>C. A. Modern German Reader, Parts I. and II.</i> ...	each 2 0	
Dante	<i>Selections from the Inferno</i> ...	Cotterill	4 6
Tasso	<i>La Gerusalemme Liberata, Cantos I., II.</i> ...	"	2 6
Bévenot	<i>Miguel de Cervantes</i> ...	"	2 6

Mathematics.

Fisher	<i>Class Book of Chemistry</i> ...	"	4 6
Hamilton & Ball	<i>Book-keeping</i> ...	"	2 0
MacLaren	<i>Physical Education</i> ...	"	net 8 6
Maxwell	<i>Elementary Treatise on Electricity</i> ...	Garnett	7 6
Minohin	<i>Hydrostatics and Elementary Hydrokinetics</i> ...	"	10 6
Hixon	<i>Elementary Plane Trigonometry</i> ...	"	7 6
Selby	<i>Elementary Mechanics of Solids and Fluids</i> ...	"	7 6
Woolcombe	<i>Practical Work in Heat</i> ...	"	2 0
"	" <i>in Physics</i> ...	"	2 0
"	" <i>in Light and Sound</i> ...	"	2 0

Full Clarendon Press Catalogue will be sent post free on application.

LONDON: HENRY FROWDE, CLARENDON PRESS WAREHOUSE, AMEN CORNER, E.C.

whether a pupil will be profited by being placed in a higher standard; instruction in temperance is compulsory in all schools; so also is instruction in morality, in which the teacher is expected "to turn the attention of pupils to the moral quality of their acts, and to lead them into a clear understanding and constant practice of every virtue."

Preparation for the "academic certificate" for teachers is given in the "high-school standards" referred to above. The examination comprises the following subjects:—Spelling and writing, the English language, rhetoric and composition, poetical literature, history, geography, arithmetic, algebra, geometry, trigonometry, chemistry, botany, and physics. Conspicuously absent are divinity, drawing, and music, though the last two are included in the school programme, and the Superintendent of Education reports that a great effort is to be made to improve the character of the teaching. Preparation for the first- and second-class professional certificates is given in the normal school at Regina during the last four months of every year; sessions for third-class candidates are conducted at convenient local centres by the inspectors under the supervision of the superintendent, who delivers a course of lectures at each. This is training under difficulties indeed, but, little as it is, it is surely all to the good. The subjects of examination for the first- and second-class certificates are the science, art, and history of education. It is interesting to note that Quick's "Educational Reformers," Sully's "Handbook of Psychology," Landon's "Teaching and Class Management," Laurie's "Lectures on Linguistic Method," and Spencer's "Education" are known and valued even in Saskatchewan. Of the 433 teachers in the schools last year, 96 (62 men) held first-class certificates, 207 (98 men) second-class, and 130 (51 men) third. Average salaries range from £150 to £80, though the actual highest is £250, and the lowest £60.

The Territories have of course not escaped the ubiquitous "religious difficulty," but, influenced no doubt by their Manitoba neighbours, they seem to have discovered how to treat it. "The minority of the ratepayers," runs the regulation, "in any organized public-school district, whether Protestant or Roman Catholic, may establish a separate school therein, and in such case the ratepayers establishing such Protestant or Roman Catholic separate school shall be liable only to assessments of such rates as they impose upon themselves in respect thereof. Any person who is legally assessed or assessable for a public school shall not be liable to assessment for any separate school established therein." The extent to which this permission is utilized may be gathered from the fact that of the 366 schools in operation last year only 9 (5 Protestants and 4 Roman Catholics) were separate schools. Of the remaining 357, as many as 329 were Protestant.

The programme contains no syllabus of religious instruction. The character, and, within a time limit, the amount, of religious instruction given in any school is determined by the trustees, who may be presumed to represent the desires of the ratepayers. Religious instruction is not allowed in any school until one half-hour previous to the closing in the afternoon, at which time such instruction as is permitted by the trustees may be given, parents having the privilege of withdrawing their children at that hour. It is, however, permissible for the trustees to direct that the school be opened by the recitation of the Lord's Prayer. In all standards above II., the text-books are uniform, care being taken by the Council of Public Instruction to authorize none written from a sectarian standpoint. In Standards I. and II., Roman Catholic schools are permitted to use certain specially authorized Catholic Readers.

THE four hundred and fifty-sixth anniversary of the foundation of Eton College by King Henry VI. was celebrated the other day under interesting circumstances. A holiday was granted the students, and in the afternoon a number of the school officials and visitors assembled in the "Election Chamber" for the purpose of witnessing the presentation to Dr. Hornby, the Provost, of a portrait of himself, painted by the Hon. John Collier, which, as well as a replica intended for the College, has been subscribed for by many old Etonians. Both portraits represent the Provost attired in his academic robes, and are excellent likenesses. Lord Justice Chitty made the presentation on behalf of the subscribers, and alluded in felicitous terms to the distinguished and successful career of Dr. Hornby as Headmaster and Provost. He wished him long life and happiness, and hoped that for many years to come they would not only have the opportunity of seeing the portraits, but also the original.

DR. G. H. RENDALL, who has just resigned his position as Principal of Liverpool University College, to take the Headmastership of Charterhouse School, in succession to the Rev. Dr. Haig Brown, is a Harrow and Trinity man with an excellent record both as a scholar and disciplinarian. His appointment is remarkable for the fact that it breaks away from a tradition which makes all such posts an appanage of the Church, or, at all events, the exclusive preserve of men in Holy Orders. This is all the more notable as the Headmastership of Charterhouse School is, after Eton and Harrow, the most lucrative in England.

GEORGE PHILIP & SON'S LIST.

"An open sesame to colloquial French."—*Journal of Education*.

PSYCHOLOGICAL METHODS OF TEACHING AND STUDYING LANGUAGES.

By VICTOR BÉTIS and HOWARD SWAN.

FRENCH SERIES.

Just published.

INTRODUCTORY—FIRST FACTS AND SENTENCES IN FRENCH.

(*Les premiers Faits et les premières Phrases.*)

A Collection of Simple Scenes described in easy language for the use of Beginners, and forming an introduction to the "Facts of Life." By VICTOR BÉTIS and HOWARD SWAN. Crown 8vo, cloth, price 2s. 6d.

"The system has been proved an admirable one for teaching. . . . All the common facts and actions of everyday life are dealt with in the different lessons, and we defy the most careless to go through the book without learning a great deal about the French language."—*Huddersfield Examiner*.

No. 1.—**THE FACTS OF LIFE**, idiomatically described and systematically arranged, forming a Text-Book for the Methodical Study of the French Vocabulary. In two Parts.

PART I. Second Edition. Demy 8vo, cloth, 3s. Class Edition (in Three Books), demy 8vo, paper cover, each 1s.

PART II. *[In preparation.]*

No. 2.—**CLASS-ROOM CONVERSATIONS**. A Graded Set of Elementary Exercises for Practice in Conversation. Demy 8vo, cloth, 2s. 6d. Class Edition (in Three Books), demy 8vo, paper cover, each 1s.

ENGLISH SERIES.

Just published.

No. 1.—**SCENES OF ENGLISH LIFE**. Lessons in English on the Series Method, with Instructions to Teachers and Directions for Pronunciation.

BOOK I.—**CHILDREN'S LIFE**. With a Preface on the Use of the Method for Teachers of the Deaf, by SUSANNA E. HULL, Oral Teacher of the Deaf, Buxley, Kent. Crown 8vo, cloth, price 2s. 6d. Class Edition, Exercises only, Parts I. and II. together, limp cloth, price 1s.; Parts I. and II. separately, stiff paper cover, price 6d.

Detailed Prospectus, with Specimen Page, gratis on application.

SCHOLARSHIP EXAMINATION, 1898.

Just published.

THE REIGN OF QUEEN ANNE. A Phase in the Revolutionary Settlement of Great Britain. By MARGARET A. ROLLESTON, First Class in the Historical Tripos of 1886, and for several years Lecturer on History at the Marylebone Pupil Teachers' Centre. With Portrait and seven Maps, and an Introduction by the Hon. E. LVULPH STANLEY. Fcap. 8vo, 144 pages, cloth, 1s. 6d., post free.

Detailed Prospectus post free on application.

A SYSTEMATIC COURSE OF GEOMETRICAL DRAWING. By T. A. V. FORD, M.R.C.S. Eng., Assistant-Master at Haileybury College. Containing numerous Examination Papers, with Answers. Crown 8vo, 224 pages, cloth, 3s. 6d.

"The author's aim has been to provide a class-book which shall be of practical utility both to young draughtsmen and to more advanced students, and he is to be congratulated on the satisfactory way in which his object is accomplished."—*Education*.

Detailed Prospectus, with Specimen Pages gratis, on application.

NEW SCHOOL ATLASES.

Entirely New and greatly Enlarged Editions of these favourite Atlases have been prepared, at considerable expense, in order to render them the most complete works of the kind in existence.

PHILIPS' COMPREHENSIVE ATLAS OF ANCIENT AND MODERN GEOGRAPHY. Comprising 74 Maps (56 Modern and 18 Ancient). With Index. Imperial 8vo, strongly half-bound, 10s. 6d.

PHILIPS' STUDENT'S ATLAS. Comprising 56 Physical and Political and 4 Ancient Maps. With Index. Imperial 8vo, bound in cloth, 7s. 6d.

PHILIPS' SELECT ATLAS. Comprising 43 Physical and Political Maps. With Index. Imperial 8vo, bound in cloth, 5s.

PHILIPS' INTRODUCTORY ATLAS. Comprising 31 Maps. With an Index. Imperial 8vo, bound in cloth, 3s. 6d.

PHILIPS' YOUNG STUDENT'S ATLAS. Comprising 51 Maps. With Index. Imperial 4to, bound in cloth, 3s. 6d.

George Philip & Son's Illustrated Catalogue of Atlases will be sent gratis on application.

GEORGE PHILIP & SON. LONDON: 32 FLEET STREET, E.C.
LIVERPOOL: PHILIP, SON, AND NEPIEW, 45-51 SOUTH CASTLE STREET.

CONTENTS.

	PAGE
OCCASIONAL NOTES	95
TECHNICAL EDUCATION	97
TEACHER AND PUPIL: FROM THE PARENT'S POINT OF VIEW. BY W. K. HILL	99
PHONETICS AND THE COMIC PAPERS. BY P. S. JEFFREY	99
JOTTINGS	101
A ROMAN CATHOLIC UNIVERSITY FOR IRELAND: VIEWS OF MONSIGNOR MOLLOY	105
HOW TO TRAIN HOUSEWIVES. BY MARY L. CAMERON	107
REVIEWS AND MINOR NOTICES	109
The Herbartian Psychology applied to Education (Adams); English Masques (Evans); English Lyric Poetry, 1500 to 1700 A.D. (Carpenter); Old Harrow Days (Minchin); History of England (Arnold Forster); Manual of French Prose Composition (Anderson); &c., &c.	
ANOTHER EXPERIMENT IN LATIN VERSE	112
CALENDAR FOR FEBRUARY	113
UNIVERSITIES AND SCHOOLS	113
PRIZE COMPETITIONS	118
PENSIONS. BY W. J. RUSSELL	131
A PLEA FOR GENERAL SECONDARY EDUCATION IN 1678. BY PROFESSOR FOSTER WATSON	132
ANNUAL MEETING OF THE ASSISTANT-MASTERS' ASSOCIATION	135
CORRESPONDENCE	136
More Phonetics; The Dative in Modern Greek; Winter Meeting for Teachers at the College of Preceptors; Hours in Girls' High Schools; Mr. Rendall and University College, Liverpool; Geography of the Counties; "Si vis pacem."	
COLONIAL AND FOREIGN NOTES	138
THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND	140

OCCASIONAL NOTES.

THE month of January has been a busy time for teachers, or, at any rate, for those who are members of associations. Winter meetings have now become as familiar to us as May meetings are in another quarter. In the first place there has been the fortnight's programme organized by the College of Preceptors. This, no doubt, attracted a large number to London; and deservedly. For variety and interest it would be hard to beat this list of lectures. The first lecture hour was given to Mr. Findlay, who dealt with a certain section of the science of education in his well-known lucid and convincing style. It is certainly a record triumph and a convincing proof that teachers are not blind to the needs of their own professional training, to find so large a number of men and women willing to give up a fortnight of their holiday to attend a purely pedagogic course of lectures. Besides this, there were lessons and demonstrations given by well-known teachers of science and of art in their respective subjects; and, in addition, afternoon and evening lectures of a more recreative character; and several visits to schools and institutions were arranged.

A FULL report of this meeting will, no doubt, appear in the organ of the College, and we have not space here to do more than hint at the varied programme. But we would add that the cordial thanks of many hundreds of teachers are due to the College of Preceptors, and in particular to Mr. Findlay, who, as we understand, was responsible for the initiation and the organization of the whole scheme. The College has done much of late years to rehabilitate itself in public estimation, and this last action is by no means the least in its public work. Perhaps the most important indirect result of Mr. Findlay's lectures will be to remove from many minds a suspicion of the word training. It is no hard-and-fast set of regulations that he would impose upon the candidate for a training diploma, but he would direct the

candidate's thoughts towards, and give him help in the solution of, the problems which he will be called upon to face in the class-room. Mr. Findlay entirely removed any idea that a teacher trained under his auspices would become a mere machine.

OF other meetings, perhaps that of the Incorporated Association of Headmasters first attracts the attention. Two days' discussion of a long agenda paper and bulky report cannot be condensed into a paragraph. But undoubtedly the most important item in this year's work is the joint memorandum that has been drawn up by representatives of this body and of the Association of Higher-Grade Schools and Schools of Science. For years the fight has been keen between the higher-grade school, supported by public funds, and the old grammar school, with its possibly dwindling endowment. The I.A.H.M. has said bitter things in the past about its rivals; but now its policy has been reversed, and this most auspicious *concordat* is the result. Unfortunately, we must praise it, like Cicero's schoolboy, in qualified terms, as *spes non res*. But it is something that members from these hitherto antagonistic bodies should meet and agree that their schools are mutually "complementary, and not antagonistic," and, therefore, that "differentiation is desirable." Very wisely, no attempt is made to define primary and secondary education, and it is recognized that "many subjects taught will be common" to both classes of schools.

SO the differentiation is to be based upon "the aim of the school, and economic and school-age conditions." This means, as we understand it, that children leaving school at the age of fourteen or fifteen should have an education more directly related to the pursuits by which they will earn their living; while children who remain at school to the age of seventeen or nineteen should have what is generally known as a liberal education, which aims at "the development of a broad and well-trained mind, rather than at the development of a certain aptitude in some specific direction." This is, in fact, Dr. Scott's pet theory of handicraft schools. But both primary and secondary schools are to aim at producing "good men and women, and good citizens." It is fully recognized that there is a social difference between the two classes of schools, though we might rather kick at the limitation of the word "culture" to the one class. Of course, the whole scheme depends upon a central authority, with power to enforce its provisions. And we are assured that the three Government Departments view the scheme with favour; so there may be a future for it, in spite of the cold reception given in the *Schoolmaster* and the *School Board Chronicle*.

PUT briefly, the scheme is somewhat similar to what we outlined last month—that higher-grade schools should become higher primary, in the sense in which Mr. Morant has familiarized us with the term, and that they should be a *terminus ad quem*, and not a link between the elementary and secondary schools. One other point we must allude to—the establishment of the Joint Professional Agency. One speaker said it was one of the best pieces of practical work the Association had done; But Dr. Scott gave honour where honour is due, by stating, at the dinner of the Assistant-Masters' Association, that it was this latter body to whom the initiative of the scheme was due, and that the Headmasters had most willingly co-operated. However, that may be, we are very glad to note that all preliminary difficulties have been surmounted.

and that it is hoped to put the scheme into force in the course of the present month.

THE Assistant-Masters devoted their annual meeting mainly to the subject of training, and listened to an address on that topic by Mr. Arthur Sidgwick, who, of course, described himself as an amateur. It shows a remarkable growth in the belief in training that the address was received with the greatest enthusiasm, and that, in the subsequent discussion, the need for training was assumed, and no opposition was raised to the resolutions. Many other meetings have been held. The Assistant-Mistresses discussed, we believe, the same subject of training, but we have received no particulars. The Froebel Society held a holiday course for kindergarten teachers, which deserved to be better supported. No doubt it suffered from the competition of other attractions. So, as we said before, January has been a busy month for societies of teachers, and we hope, and believe, it has not been altogether barren of result. The mere fact of meeting together—discussing and dining and talking—goes a long way towards the production of what has hitherto been our greatest need, a feeling of professional solidarity.

AT the risk of shouting before we are out of the wood, we may this month announce that the University for London, after fifteen weary years of travail, has come to the birth. The very fact that the Government have abandoned any big Bill dealing with secondary education will make them all the more anxious to pass the lesser measure to which they stand pledged. Our University of London correspondent chronicles in another column the last phases of the struggle, but, confining himself as he does to bare facts, he refrains from pointing out that the opposition has gradually dwindled down to Mr. Fletcher Moulton, Sir John Lubbock, and their respective "tails." It will be further observed that Sir J. Lubbock carefully avoids expressing any personal disapproval of the teaching University, and considers only what his constituents will say to it. It would, indeed, be too monstrous if a heterogeneous body, scattered up and down the country, whose only bond of union (as Sir Joshua Fitch well puts it) is having sat at some period of their lives for a few hours on the same benches in Burlington Gardens, should be allowed to sit in judgment on a scheme for the higher education of all London, and, if it does not please their fancy, to veto it by post-card.

FROM a communication of Mr. Gerrans to the Headmasters' Conference, we get a clear idea of how the work of training is being carried on at Oxford. Three secondary schools have consented to admit students. At these schools the candidates give consecutive lessons on a given subject for some hours weekly, and are supervised while so doing by the lecturer. Notes of lessons have been previously prepared and corrected and revised. The minimum number of lessons requisite for a diploma is sixteen, but a candidate who takes the full year's course will have given in that time more than a hundred. Special attention is paid to the maintenance of discipline with large classes. If a pupil fails in this respect, he is transferred to another school and given a chance of retrieving his failure, aided by the counsels of the lecturer. After repeated failures he would be advised to abandon the profession. In addition to the practical work there are three lectures weekly, and a *Seminar*.

THE summary report of the Joint Committee formed at the instigation of the I.A.H.M. by the various societies of secondary teachers is now public property, and

we can, therefore, deal with it in these columns. Speaking generally, it contains no doctrine and no principle that have not already been approved by this *Journal*. We welcome its appearance, because it is the first authoritative reply to the often asked question: "What is training?" The report proposes that every candidate should, after having received an education which would qualify for graduation at a University, spend at least one year in a course of specific professional training. It was important to make this point clear at the outset. We are told that training colleges exist where pupils of fourteen and fifteen may qualify for a teaching diploma. And this Committee state their opinion that training should not take the place of general education, but should be the technical finish to a University course. And, further, it was decided that the study of education should not be accepted for a University degree. Some criticism on this point may be expected; but it will generally be felt that the argument for including "education" as a degree subject is one of expediency only.

IT is difficult, perhaps, as things are, for a man to spend a further year, after graduation, in fitting himself for his profession. But no one would wish to lower the standard of general culture; and to substitute "education" would mean to dispense with some equivalent subject in science or the arts. Therefore, we consider that, as a counsel of perfection, no one will object to this first resolution, though from motives of expediency, we may deem it not at present practicable. The limit of age for admission to a course of professional training is fixed at nineteen, as being the lowest age at which a candidate may qualify for a degree. The Committee resolved that the "diploma certifying that the teacher has been trained to teach in secondary schools should certify": (1) that the candidate has studied the sciences that underlie the principles of education, the body of knowledge comprised under the term "Theory and Practice of Education," and some additional special subjects, such as hygiene, school administration, &c.; (2) that the candidate has pursued his work practically, has had opportunities of observing methods of class-teaching, and has himself had the continuous teaching of a school form under competent direction.

THE diploma is also to state, thirdly, that the candidate has spent a period of time in an approved secondary school. To put it briefly, these three stages comprise the lecture-room, the laboratory, and the workshop. No rule is laid down as to how far these stages should coincide or overlap, or in what order they should be taken; but it is recommended that at least a year should be given, and, in addition, that a candidate should serve on probation in a secondary school for twelve months before he receives his final diploma. The next resolution deals with institutions for professional training, and lays down the position that such institutions should be in organic connexion with some University, or College of University rank. The remaining resolutions deal with equipment and finance. The report is signed by all the representatives, but one or two prefer not to express their acceptance of certain explanatory notes that are added. It is clear that the desire for training is growing: the old arguments are now rarely brought forward. This report marks a distinct advance, and when the central authority is formed it will be a valuable expression of the wishes of the profession. At present, through want of funds, progress can only be very gradual.

A CIRCULAR we have received from the Science and Art Department explanatory of their recent circular on schools of science, which has filled the School Boards with panic, has been taken in some quarters to mean that South Kensington is withdrawing from the position taken up in the earlier circular. For ourselves, we see no signs of this, and we think it clear that Sir John Donnelly means to limit "schools of science" to those schools where a large proportion of the pupils will take the full course. As is explained in the circular, other schools are not debarred from earning South Kensington grants, although they may not qualify as "schools of science." The School Boards also seem to be in a panic in reference to the action of the South Kensington authorities in forming, and recognising, local authorities for the administration of grants. A long letter has been addressed to us by Dean Maclure, President of the Association of School Boards; but we are not convinced that there is any grave public danger. A new spirit has of late been infused into the Department, and, if it can bring about, by administrative order, some part of the organization we desiderate, we see no reason to object, so long as necessary precautions are taken.

AN experiment which will be watched with the greatest interest is about to be made in the neighbourhood of the Swiss Cottage. The King Alfred School Society intends to open, at Easter, a new school for boys and girls, beginning at the kindergarten stage, and continuing through school life. Mr. Findlay has undertaken the position of honorary adviser to the Council, and he has drawn up a scheme of work in which the principles he has advocated in the lecture-room will be put to the test of practice. It is a somewhat bold undertaking in these days of cheapening secondary education and of grants from public funds. The school will be self-supporting as soon as it is established; but in the interim a certain fund of money must be collected to meet preliminary expenses, and to give a feeling of security to the promoters. An appeal is therefore made to well-wishers who believe in the future of the "new education," based on a study of child nature, to subscribe their guineas or to donate larger sums. The King Alfred Society has, we see, arranged a course of lectures, to be given by Mr. Findlay, in which it may be assumed he will unfold the scheme of the school. We need hardly add that the scheme has our hearty approval.

AMONGST the unofficial lectures given at the College of Preceptors during the winter meeting, was one of special interest on "Circulating School Museums." Many a teacher of natural history, geology, and the like, is handicapped for want of suitable specimens and illustrations. This difficulty has been in great part overcome in Sheffield by the action of the branch of the Teachers' Guild, carried out with the advice and help of Mr. Howarth, Curator of the Weston Park Museum. Mr. Howarth, who is an enthusiast on this point, has, after consultation with teachers, arranged and packed, in suitable cabinets, collections in illustration of science lessons. These cabinets can be borrowed and exchanged by any school in the area of the Sheffield County Council. And this body has given most generous aid towards the expenses involved. The idea is most practical and useful, and, if one County Council can expend a part of its technical education money in this way, it does not seem hopeless to persuade others to follow suit. The museum in Gower Street would greatly increase its usefulness if it could get a grant of money sufficient to enable it to follow this example. Mr. Howarth has also arranged a number of art portfolios for a similar purpose.

MR. LYTTTELTON'S letter to the *Times* has called public attention to a very valuable piece of work that has now been done by the Teachers' Guild. After long discussions, in which the scheme has been thoroughly threshed out, and after consultation with Mr. Brabrook, Chief Registrar of Friendly Societies, the Teachers' Guild Friendly Society has been launched. "It is pretty certain," says Mr. Lyttelton, "that only a small proportion of the whole body of secondary school teachers are insured against sickness and accidents. . . . It is, therefore, a distinct duty for members of the profession, individually and collectively, to remedy this state of things. The proposed scale of payments," he adds, "is as low as is consistent with a sound scheme." Certainly, in our profession, we are not free from nervous wear and tear, which frequently ends in a temporary breakdown; and we are, perhaps, more than usually exposed to the danger of infection. We make no doubt that this scheme will be warmly welcomed by many hundreds of members.

TRULY they do things on a grand scale in America. The latest educational proposal is calculated to take away one's breath. It is nothing less than the building of an ideal home for the University of California. The discretion of the designer is to be unfettered. All he is asked to do is "to record his conception for an ideal home for a University, assuming time and resources to be unlimited." Existing buildings are to be swept away, and on a cleared space of ground he is to erect "at least twenty-eight buildings, all mutually related; and, at the same time, cut off, as a whole, from anything which might mar the effects of the picture." The grounds and the buildings are to be treated together, landscape gardening and architecture forming one composition. Five millions of dollars have already been pledged, and further sums will be forthcoming as the work proceeds. The Horsham scheme is not a patch upon it.

TOO many cooks spoil the broth, and, according to Miss Mary Davies in the last *Contemporary Review*, there are in England a vast number not of cooks, but of teachers of cookery, with little or no practical results, except the gaining of Government grants. Housewives who are unfortunate enough to be cookless will certainly bear out Miss Davies's contention. An advertisement for a governess will bring scores of answers; an advertisement for a cook will often fail to attract a single one. The causes of this failure, according to Miss Davies, are twofold. First and foremost, the teachers have no real grip of their subject. They have obtained certificates after a perfunctory training in schools of cookery managed by amateur committees, or under no official supervision. Secondly, the classes are too large, and the time allowed too short—about a fourth of that devoted to needlework. The remedy is obvious. There must be proper State supervision, both of training schools for cookery and of the classes.

TECHNICAL EDUCATION.

THE public, and more particularly the active friends of technical education, are under considerable obligations to the National Association for the Promotion of Technical and Secondary Education—obligations of which we are reminded by the publication of the tenth annual report of that organization. "By the establishment of the Association at a time when a great national movement was beginning to shape itself, the Executive Committee have been enabled to achieve results hardly equalled in any other sphere of voluntary effort." Although there is no longer any necessity for systematic propaganda, and "special inquiries" are now undertaken by the Education Department, the

Association continues, as the report proves, to effectively discharge several important functions.

NOT the least valuable of these functions is that of collecting reliable information and presenting it in readable form in "The Record," six volumes of which have now been issued. And the annual report itself is an excellent review of the progress of technical education throughout the United Kingdom. In England no less than £740,000 of the money available under the Local Taxation (Customs and Excise) Act, 1890, was spent during the year on education. London's share of the fund now reaches £185,000, of which sum £150,000 is utilized for educational purposes. It has been pointed out in this column that the determination to levy a rate will soon come to be regarded as the barometer of effective progress. During the year 160 local authorities levied rates, to the aggregate of £39,000. The number of technical schools in which local authorities in England are directly interested now reaches the total of 161, of which 146 involve a capital expenditure of £1,730,000.

In the Principality the whole of the Exchequer contribution, £38,000, £20,000 raised by rate under the Technical Instruction Acts, and £17,000 raised under the Welsh Intermediate Education Act (a sum which is met by a similar contribution from the Treasury), is devoted to intermediate and technical education. There are now 88 intermediate schools, in 63 districts, and attended by 5,563 pupils. The total annual income of 59 of these schools, including fees of pupils, is estimated to reach £65,000; and the amount hitherto absorbed in the erection or adaptation of 30 school buildings, half of which, in many cases, was defrayed by local subscriptions, is as much as £122,237.

THE recently issued report of the Central Welsh Board of Education shows that the total number of schools under inspection is 80—19 boys', 19 girls', 36 dual, and 6 mixed schools. These are in charge of 61 headmasters and 19 headmistresses, and there are 135 assistant-masters and 148 assistant-mistresses, in addition to 162 visiting teachers on the staff. A total of 1,364 scholarships and a large number of bursaries were awarded, the aggregate value being £8,450. It is interesting to note that 40 per cent. of the pupils are said to be drawn from the rural districts.

In Scotland, of £39,000 distributed to local authorities under the Local Taxation Act of 1890, £28,000 is applied to technical and secondary education. In addition there is an amount of £60,000 available under the Education and Local Taxation Account (Scotland) Act, 1892. For Ireland the year 1897 has been one of disappointment. The Bill to create a Board of Agriculture and Industries, and the provision made in the Budget for an endowment of technical education, failed to pass into law. Meanwhile there is, to quote the report of an inspector, "a continuous and alarming decrease in the amount of the grant earned from the Science and Art Department by Irish schools." In 1893, 236 schools, with 15,600 pupils, earned £7,323. In 1895, 182 schools, with 10,432 pupils, received £4,809 only. The year 1896 brought a further decrease.

AT the sixth annual general meeting of the Association of Directors and Organizing Secretaries for Technical and Secondary Education, held in London, on the 7th ultimo, some attention was devoted to the attitude of County Councils to prospective legislation on secondary education. Mr. C. H. Bothamley (Somerset) the Chairman for the year, while emphasising the desirability of "an efficient central authority," expressed the belief that this authority, "sufficient for all practical needs," could be brought into existence by the re-organization of the two Government Departments now dealing with different branches of education. The importance of the practical influence to be exercised by the Education Council was, he suggested, somewhat exaggerated by the teaching profession, the members of which were reminded that they already possess abundant opportunities for making their views known to those in authority.

As to the constitution of local authorities, assuming that, as recommended by the Royal Commission, its appointment rests, in the first place, with County and County Borough Councils, Mr. Bothamley indicated the differences of opinion as to the method of securing the adequate representation of "experts." The functions of the local authorities, he pointed out, should be, to a very large extent, "administrative" rather than educational—a duly constituted governing body being responsible for the management of each school. Mr. Bothamley concluded his well-considered review by repeating the resolution passed by the Association last year in favour of immediate legislation on the lines of the Report of the Royal Commission.

THE Association does not appear to be of one mind, however, on some of the questions to which their Chairman alluded. A few members

expressed the conviction that all those constituting the local authority should go through the ordeal of popular election, and others declined to subscribe to the proposal that the authority should not manage its own schools. Mr. Reynolds (Manchester) properly drew attention to the primary importance of the question of "area." "It was impossible," he said, "to organize any proper system of secondary education, unless they had regard not only to the county borough, but to urban districts which depend upon it."

THE Science and Art Department, with its usual aptitude for doing the right sort of thing in the wrong way, has again succeeded in stimulating strife in connexion with Clause VII. of their "Directory." Under this clause counties and county boroughs were assumed to possess organizations for secondary education, which might notify their willingness to "be responsible for the Science and Art Instruction within the area of their jurisdiction." The Department also explained that the only part of secondary education of which it was cognizant was defined in the Technical Instruction Acts. The residue grant administered by County Councils has, as every one knows, been heavily burdened by the Science and Art Department. The grants in the elementary stages of science subjects have been reduced, apparatus- and building-grants withdrawn, and it is no exaggeration to say that without the aid of the County Councils two-thirds of the Science and Art instruction throughout the counties would be immediately abandoned. For instance, a case has just been brought to the writer's notice in which nine classes—each consisting of thirty class meetings—in various science subjects, received from the Department the munificent aggregate grant of £22. 5s. South Kensington, therefore, has deliberately shifted the burden of its responsibilities to the technical education authorities. As a natural consequence these authorities have been led to exercise a considerable measure of control over nearly all the Department's classes within their districts. Clause VII., it was supposed, would tend to minimize the evils of the "dual control" now in existence—and the interpretations given both in Parliament and outside confirmed this supposition.

BUT it is not the way of the Department to unostentatiously give effect to a simple administrative expedient. A County Council consenting to be responsible is recommended to advertise its application, to invite objections, and to arrange for the Department to hold a public inquiry, and so on. The consequences are what anybody but a Department would anticipate. Those rightly jealous of further prejudicing "prospective legislation" naturally say: "Why all this fuss over a simple administrative expedient? This means more than we think: we must agitate." And so the alarm is sounded, appropriately enough, from Manchester, and the Department is accused of stealing the sheep, when it was only looking over the wall.

THE Education Committee of the Durham County Council—in view of the fact that modern languages are technical education according to the Acts—applied for sanction to teach the "English language." This was declined, although the Department did not venture to explain why French, German, Italian, and Spanish should enjoy the privilege of being regarded as "modern," if English was not. The Durham Committee have recently, however, obtained approval for the subjects of "Commercial Grammar, Literature, and Composition." This, the Committee assume, "can mean nothing more nor less than English grammar," and they can now boast of having succeeded in obtaining sanction "for every subject included in the curriculum of a modern secondary school, without waiting for the long-delayed Secondary Education Bill."

THE Registrar of the University College of Wales, Aberystwyth, sends the following "correction and explanation" of the note in our last number stating that "Aberystwyth, with five students, obtained £800" as a grant from the Board of Agriculture. "The writer of the paragraph makes no reference to the further remark in the report of the Board of Agriculture: 'There are, however, at the college two students who are taking their first year's B.Sc. course, preparatory to their entering upon that leading up to the degree.' With the addition of these two students of agriculture, who, as studying for a degree and not merely a diploma, are presumably the best, the number of full-course students last year was seven, not five. In addition, there were in the college twenty-four short-course students, twenty in the teachers' class, and thirty-two advanced dairy students. I may add that this year the number of full in-College students is eight, and that of the short-course students forty-four. The teachers' class numbers ten, and the advanced dairy school in the summer of 1897 had thirty-three students. The figures above given are for teaching work done in the College, and are apart from the Extension lectures, the elementary dairy instruction, and the work on the experimental stations carried on in the counties affiliated to the College."

TEACHER AND PUPIL.

FROM THE PARENT'S POINT OF VIEW.

I DO not think there is much difference of opinion as to what should be the right relationship between teacher and pupil in the abstract, for what can be clearer, or more conclusive, than that the one should be teacher and the other pupil—nothing more and nothing less? But, when it comes to the question of what is the point of view of the parent as to the right nature of this relationship, I am ready to admit that the diversity of opinion and the difficulty of decision are infinite, though it is well known that the positiveness of individual decision is in direct ratio to the absence of unanimity among those who take upon themselves to decide. And, indeed, that must be so, because the parent's point of view depends absolutely on the class of parent. Take, for example, the *indifferent* parent—a very common species. To him—I grieve to say it is oftener “him” than “her”—to him the right relationship of the teacher to the pupil is that of Annie, the nursemaid, to Master Tommy in the nursery. That is, in the opinion of this parent, the teacher should take his pupil away from home at 9 a.m. and deliver him back at 5 p.m., having cleaned, fed, taught, and whipped him into good behaviour during those eight hours without trouble or anxiety to his parent. Then there is the *ambitious* parent, who stands at the other pole, and believes that the right relationship between teacher and pupil is that between the driver of the Flying Scotchman and his engine. That is, in the opinion of this parent, the teacher's business is to divide his time between stuffing his pupil with such choice morsels of secondhand knowledge as will insure his racing into a scholarship in front of all other competitors, and convincing the parent several times a month that the pupil is really gaining a few yards at each lap of the scholarship course. Again, there is the merely *fussy* parent, and this, I fear, is generally she and not he, though I have known one father who could have given odds to any mother in the fine art of “fussing around.” This class of parent appears to regard the relationship between teacher and pupil as not dissimilar to that between a lunatic and his keeper. Instruction and education are of little moment. The main thing is to see that Tom changes his boots when he gets to school on wet days; that the big boys do not tease him, because he is so nervous; that he is not overworked, because his aunt died of consumption; that he does not play football, because his father broke his leg once at the game; and generally to stand between him and all the mischances of the rough-and-tumble conditions of the school, which form so excellent a discipline for life in the great world. Then we have the *firm* parent, who doesn't believe in standing any nonsense, and considers that the right relationship of the teacher to the pupil is that of the taskmaster to the galley slave—that is, to make him work by thrashing him early and often. Have I lapsed into mythology? Not at all. I have merely passed away from the rational school, which certain educational enthusiasts are trying to establish, into the dubious atmosphere of a certain class of boys' high school, where I have heard parents say that they believe in plenty of stick, and also heard an assistant-master add that he believed in laying it on thick. Yet another class—the *idolatrious* parent. This sort cannot be exorcised even by prayer and fasting, for it is the most tenacious of all. Nothing will persuade it—I use the sexless pronoun of set purpose, because I do not know that there is any difference in this matter of child-idolatry between father and mother—nothing will persuade it that its gosling is not a cygnet. This parent understands, by the relationship of teacher and pupil, that of the epitaph writer and the late lamented, and cannot imagine why the teacher does not see in its Tom, Dick, or Harry the budding genius which is so apparent to the fond eyes of father, mother, and auntie. This parent believes that the teacher's office is to exploit all the little strengths and look indulgently, not to say blindly, upon the great weaknesses of the domestic prodigy. One more class only I will cite, and, to my mind, it is the saddest and the most hopeless. Happily it is not so common as the others. I mean the *distorted* parent—the parent who has favourites among her offspring, and wilfully misunderstands and persecutes some one among them, till he grows to believe—I am now using words that I have myself heard—that his mother does not care what becomes of him. This parent resembles my first class, the indifferent parent, but she has passed from passive into active unkindness. This sort believes that the teacher's relationship with the pupil is that of

the jailor with the felon, that is, to keep him away from the possibility of doing injury to his parent in some form or other. But I will not multiply instances, for all of us are either parents or the friends of parents. In the latter case we know many examples of what we should *not* be, but are hardly in the position to pass judgment, because we know not what, under similar circumstances, we *should* be. In the former case, being no less human than other parents and having each our own little foibles, which of us shall cast the first stone? Perhaps some will think that I have been casting stones? Not at all; I have merely been collecting faulty diamonds for the reader's inspection. One class of parental jewel I have omitted—the perfect parent; and why? Because I do not know where to find him or her. But what we cannot find it is possible to imagine, and in the present case the task is easy. All these different parents, whom I have presumed to put in the pillory, have one common characteristic in that each has grasped one item of the truth, each has been dazzled by one little facet of that gem of human effort—scholastic duty, but no one of them has sufficient breadth of view to take in the full splendour of that great office, which is comprised in the right relationship of the teacher to the pupil. Imagine a parent—I know I am asking for the performance of a great feat—imagine a parent who is neither too indifferent, nor too ambitious, who is careful without being fussy, firm without being harsh, affectionate and interested without being idolatrous, and, in the treatment of a family, absolutely impartial and possessed of sanity and tact. In the ideals of this perfect parent will be found the ideal conception of the right relationship of the teacher to the pupil, for such a parent would at once recognize that the teacher's relationship to the pupil is a most complex one. The good teacher, in addition to being a good educator, must combine in his position the various attitudes of the watchfulness and resource of the nurse, the clear-headed industry of the engine driver, the tactful discrimination and ceaseless attention of the lunatic keeper, the energy and determination of the taskmaster, the power of the jailor, the generosity and (in a Pickwickian sense) the encouragement of the epitaph writer. But the grand characteristic of the perfect parent our imagination is trying to “body forth” is the ability to see that the right relationship of the teacher to the pupil is not comprised in any one of these attitudes, but centres in the combination of them all. It is the combination that illumines the paltriness of each with the grandeur of a perfect whole. But I have said enough to convey my conception of the ideal relationship between teacher and pupil. I will but add that it is the relationship of loving strength to erring weakness, of experience-nurtured wisdom to ignorant prejudice and untried imagination. It is among the most comprehensive of relations, for it includes that of mother to daughter, of father to son. Indeed, if the teacher should happen to be one of those who are the salt of the earth, the right relationship of the teacher to the pupil is that of Christ to man.

WILLIAM K. HILL.

PHONETICS AND THE COMIC PAPERS.

By P. SHAW JEFFREY.

IN a former paper on the teaching of French I endeavoured to show that phonetics may be of service to beginners by providing them with separate symbols for the open and closed vowels, and by encouraging them to correct their natural tendency, as unregenerate Englishmen, to pronounce all vowels as diphthongs. This is, however, only the first step in the primrose path of the phonetician, and the two initial advantages already alluded to, considerable though they undoubtedly are, as all who have earned them will testify, are merely preliminaries. The learner who would penetrate the whole art and mystery of phonetic systems, and of the success which must follow an intelligent application of their principles, must not be satisfied with a month's more or less desultory work and a half-condescending acceptance of a few of the least compromising innovations, to be followed by letters to the papers, offering at a fortnight's notice to correct and improve the systems of phonetic experts who have devoted the great part of their lives to patient scientific observation of sound phenomena and sound production. Haphazard methods in this, as in any other science, are insufficient, and the longer one studies phonetics the more modest does one

become, and the less inclined to lay down absolute rules or any very sweeping general statements.

One of the most real and tangible advantages that this system offers is this: *Phonetics teach the student to distinguish between strong and weak forms of particular words as they occur in the sentence*; which is, in my opinion, the biggest gun in the whole phonetic battery.

We read somewhere in "Trilby" of a Briton who talked "real French French"; history does not state whether he was a sheep of Passy's fold, but, judging by results, the case is probable, because it is this very French French which it is the aim of phonetics to teach by directing attention particularly to the fact that a word's sound value depends entirely upon its place in the sentence, and that the hard and fast rules for pronunciation hitherto inculcated in schools and places where they teach are in reality about as elastic as the teacher's conscience (or the pupil's—I do not wish to make invidious distinctions).

My work abroad for the past three years has thrown me very much among foreigners learning English, and I have had exhaustive and exhausting opportunities of comparing the teaching values of various systems in use as evidenced by results. I can say without any hesitation that the foreigner who learns English phonetically not only speaks better English, but speaks *more like an Englishman*, than the man who refuses to exchange new lamps for old.

This is, of course, the true test of a polygot—to speak the French of good society is for a Briton vastly well, but to speak like a French society person is vastly better, and far more difficult.

The academically (I use the word in a bad sense) taught foreigner, when he is not oblivious of the existence of unaccented or weak forms—which is very generally the case—is taught to regard *all* such forms as *vulgar*, good enough for the smoking-room perhaps, but not compatible with drawing-room manners.

His society small talk is therefore more or less accurately and painfully pronounced, and is about as inspiring to listen to as the rattle of peas in a tin, owing to his misplaced anxiety to give every word in the sentence its face value, apart from all influence of context. Almost any English phrase will provide an illustration of this phenomenon. I take the following sentence from an evening paper—I do not myself keep a diary:—

"She and I parted at the corner of Piccadilly, and as she crossed the street she turned and smiled good-bye."

Every one will, I suppose, admit on reading this over that there is a difference in the sound value of the three "she's" in this sentence. The first "she" is the strong form (shee), the other two will probably both be weak (pronounced like ship without the final *p*).

The reasons for this difference in pronunciation will certainly suggest themselves to the candid reader, but we are at present more immediately concerned with results than with their causes, and the result, as far as the foreigner's pronunciation of this sentence is concerned, is that all three "she's" are pronounced strong, so that, however good the speaker's English may be in detail, we recognise at once from this particular that he is no Englishman. The foreigner is by nature so averse to using weak forms that, even where such a form occurs regularly and invariably, he will generally substitute a strong form for it, so that, for instance, "Silly Billy" becomes in his mouth "Sillee Billee."

Take another illustration. The sentence "I should not think of it" sounds in ordinary conversation something like 'should'n think'v'it, because the words *I*, *not*, *of*, owing to their place in the sentence, must be weak, and by laying stress on any one of them we modify considerably the force of the phrase. The foreigner learning English academically is, however, still taught in this year of grace 1897, and in ninety-nine cases out of a hundred, that *any form of abbreviation is vulgar*; so that when he does not emphasise the rightfully unaccented words he gives every word in the phrase an equal value: "I—should—not—think—of—it," which produces the impression of a tennis ball patting down a flight of steps, and, though every word may be correctly pronounced, it is impossible to call the result, strictly speaking, an English sentence.

I do not attempt to account for the vagaries of the American tongue, where every rule of accent seems to have been turned topsy-turvy, and where the emphasis falls often on the most unimportant word in the sentence. The editors of the German "Polyglot Series" of conversation books have lately published, for the benefit of their countrymen, *separate* manuals of the

English and American languages, and the system of phonetic transcription therein adopted would form incidentally a powerful argument against the method of representation recently advocated by a correspondent in these columns.

I refer to the system of "phonetic representations in plain English," which must mean, if it means anything, that the experimenter tries to make the sounds of one language square with the sounds of another without taking into account the fact that apparently identical sounds may exhibit physiologically very considerable differences of formation and acoustic in the respective languages, and that it is impossible to produce *exactly* the sounds of a foreign language unless these minute differences of sound-production are observed and imitated.

Any system which endeavours to imitate foreign sounds by means of combinations of English letters must fail, because the sounds represented by the English letters are often produced in an entirely different way from the foreign sound which they are intended to represent. The physiology of phonetics is the most important and the most scientific branch of the subject, and one which amply repays investigation.

We must learn and teach French French—not the Frenchman's ideal of his own language as he imagines he speaks it, and, *a fortiori*, not the English ideal of what French ought to be—and the best way of accomplishing this object is to use simple phonetic transcripts to bolster up and complete *viva-voce* instruction. To talk like a drawing master, phonetic exercises are the *fixing* medium which prevents the impression from blurring or smudging, but the impression should be first produced by word of mouth, and confirmed afterwards by the transcript. How widely the foreign ideal may differ from the native we may learn from Germany, where the idea is still prevalent among the older schoolmasters that the English *th* is "vulgar," and that people of good education in England say always *zis* and *zat* in preference to the more commonplace *this* and *that* (in the polyglot Guides before mentioned, *th* is always figured as *z*). Vulgarity is a charge that is often levelled against phoneticians by infidels. One constantly hears it stated that Sweet's phonetic transcripts of English are little better than pure cockney, and that Passy's French cannot possibly be the language of *la bonne société*.

The more closely one examines phonetically, however, the various transcripts, and as the faculties for phonetic observation become by practice more acute, the more certainly is one driven to admit that, except in matters of unimportant detail (due to the idiosyncrasies of the transcriber, a factor which can never be completely eliminated), the pronunciation as figured is substantially accurate. The "vulgarity" idea is, I think, a very natural, though mistaken, one, and can be readily accounted for. It has always been the custom to consider that only the "common" people, to use a cant phrase, speak phonetically, and that the people that matter are entirely superior to such considerations. Our standard of phonetic English is mostly fixed by the comic papers and by scenes of low life in realistic novels. In *Punch*, for instance, if a parson is represented as talking with a farm-labourer, the latter's words are given with a variety of abbreviations which we have been taught to consider as accurate phonetic transcriptions of rustic speech; but it never seems to occur to any one that it would be just as possible to transcribe the parson's English phonetically as the rustic's. We are all far too much inclined to take the English of the public speaker as a fair sample of the idiom employed in polite conversation, and our experience of phonetics in print naturally leads us to brand all transcriptions (however accurate) of everyday conversation with the stigma of vulgarity.

A little consideration will show that this is only prejudice, and a little work will convince the sceptic of his error, or, failing that, a week or two in the society of a foreigner who speaks "academic" English will certainly effect a cure. It is little short of maddening to carry on a conversation with a foreigner who persistently ignores such forms as "wouldn't" and "can't," and who gives to all his pronouns the full value of the strong forms. In the following sentence: "I didn't approve of what 'e said, but I couldn't tell'im so," if I alter the spelling of "what" to "what," every one will recognise the result as a partially phonetic transcription of the English of the omnibus cad. But it is *not*! It is the English of nine out of ten educated Englishmen, as a comparison with the academic foreigner's version of the same sentence will show. "I did NOT approve of what HE said, but I could NOT tell HIM so."

From their position in the sentence the *he* and *him* are properly unaccented and become thus practically enclitics, and experience will show that the *h*'s of these two words cannot be sounded without an inconvenient and unnecessary struggle, and that, moreover, *nobody ever does sound them*. Perhaps this example may be taken to show how easily one may be mistaken as to the vulgarity of transcript English or French. The English gentleman will tell all comers with a bland and child-like smile that he never drops an *h*; but it is probable that he cannot speak for five minutes without doing so, unbeknown either to himself or his listener, unless the sly phonetiker is abroad.

I have made rather merry, I fear, at the expense of the outlander, but it is entirely without malice and merely to point a moral and adorn my simple tale, for what is ludicrous in a foreigner learning English is doubly ludicrous in an Englishman learning French, because the Briton has drawbacks which the Gaul is spared. I have endeavoured to show that a judicious persevering use of phonetics must draw the attention of students to a number of nice points in French pronunciation which would otherwise altogether escape them, and that it opens up possibilities of approximation to native French accent and intonation which are only limited by the intelligence of the pupil and his powers of observation. The quibbler will probably retort that this is the only limit whatever system be adopted; but how if the intelligence and its efforts be misdirected?

Phonetics can never be an exact science, but the variations which the student has the opportunity of remarking in the course of his work make the work itself more interesting, and render it as a means of general education very profitable.

JOTTINGS.

At the annual conference of the Friends' Teachers' Guild, held in Birmingham from the 12th to the 14th ult., some hundred members of the Guild were present, all of whom were very hospitably entertained by Birmingham Friends. By their invitation, a *soirée* was held on the first evening in the Priory Rooms, adjoining the Bull Street Meeting-house premises. The same evening, at the first sitting of the Guild, William S. Lean, M.A., the President for the present year, read an address, the main theme of which was the Flounders Institute, its origin and history up to the present time, the character of the studies, and the scholarship of the students who have passed through the Institute since its foundation. Mr. W. S. Lean laid much stress on the need of a high standard of scholarship among teachers, as he thought the tendency in the present day was to give too much prominence to the art of teaching. He would not have this latter subject as an essential in the final examination. At the business meeting on Fifth-day morning, the Secretary, Charles E. Stansfield, M.A., read his report. In reference to the pension scheme which has been under the consideration of the Executive during the past year, he said that of the larger number of papers with various questions concerning a scheme which had been sent to all the members, forty-one only had been returned, twenty-five of whom definitely wished for a pension scheme. One fact elicited from the answers was that a comparatively small proportion of teachers held an assurance policy, and the Executive wished to emphasise the advisability for most to become insured. As to the scheme in general, they felt that they had done all they could in the matter, and that it should be left for the present. School committees can now judge as to the opinion of teachers respecting the scheme. One of the committees is already making an attempt to come to an arrangement with the members of the school staff. In his report Charles E. Stansfield gave information as to his arrangement of affiliation with the Teachers' Guild, by which its literature would be sent to all members, who would also have the privilege of attending the Annual Conference. Hugh Richardson, M.A., the Treasurer, reported a balance in hand of £15. Considerable discussion took place upon a motion to allow the wives of teachers to become members of the Guild, but, as it was not easy in the time to come to a definite conclusion, the motion was withdrawn, that the matter might have the further consideration of the Executive during the coming year. After having acted as Secretary to the Guild for three years, including the first and most arduous, C. E. Stansfield retired from the post. After nomination by the Executive, the meeting elected Helen Bayes, B.A., as his successor. On the conclusion of the business meeting, an able paper was read by Frank E. Pollard, M.A., on "The Training of the Will." In the afternoon the majority of the members of the Guild visited either one or more of the Board schools, and on the following afternoon Mason College, the Girls' High School, the Art Gallery, and other places of interest were visited. The evening of Fifth-day was devoted to a discussion on the teaching of science, A. Pollard, B.A., Dr. B. Lean, and H. Richardson, M.A., reading

papers, which were supplemented by an address from Professor Miall, of Yorkshire College. The last sitting, on Sixth-day morning, was given up to an interesting discussion upon athletics in our schools. E. Spence Watson read a paper upon the physical training of girls. F. J. Edminson, M.A., and A. E. Binyon also read papers on compulsory athletics of boys. Both writers advocated a certain amount of compulsion, but it should not be brought to bear upon others than the loafers.

As the result of a meeting held last month, over which the Bishop of Salisbury presided, it was resolved that a hostel, affiliated, by consent of the Diocesan Board of Education, to the Salisbury Training College, should be opened in January next to receive into residence the daughters of clergy and professional men who desire to become teachers in elementary schools. A committee has been formed, under the presidency of the Bishop, with Rev. C. N. Wyld and Canon Steward as secretaries. Reports of H.M. Chief Inspectors have from time to time drawn attention to the desirability of encouraging persons of the highest qualifications and culture to undertake work in our elementary schools, and have stated that "the present system does not produce the breadth and variety of type desirable in a great national army of teachers." The dearth of mistresses for our smaller rural schools and as assistants for infant classes is widely felt throughout this and the neighbouring dioceses. In the face of the present depression in agriculture affecting landlords and farmers, as well as the tithes and glebes of the clergy, it is felt that there must be many parents who would welcome this opportunity for enabling their daughters to qualify themselves for so honourable a profession, of which this branch would seem to offer more scope for devoted zeal and effort, greater independence, and more adequate and assured remuneration than is usually offered to private governesses. In time to come exhibitions may be given to the daughters of such parents as cannot afford the full fee, either by the different charitable organizations, or by generous individual donors. It is hoped that the fee charged will eventually be sufficient to make the institution financially self-supporting, but the initial expenses of furnishing a house and of the working for the first two years must necessarily be heavy. To place the hostel at once on a satisfactory footing the committee ask for assistance to the amount of at least £300, and a guarantee fund of at least £100. The Wilts and Dorset Bank at its various branches will receive donations to "the Salisbury Hostel Account."

In the Conference-room of the London School Board, on January 22, her Royal Highness Princess Louise, Marchioness of Lorne, attended a lecture on "School Drawing" given by Mr. T. R. Ablett, honorary Director of the Royal Drawing Society, of which the Princess is herself President. Lord Reay, Chairman of the Board, acted as host of the occasion, and her Royal Highness was attended by Colonel Collins, C.B., and Miss Campbell. There was a crowded attendance of invited visitors, many of them being teachers in secondary schools, and not a few special students of art teaching. After a few opening words from Lord Reay, the lecturer (Mr. Ablett) referred to the teaching of drawing "from memory and objects." The Society was unfettered by the limitations known as payment by results. It embraced in its operations not less than two hundred and fifty schools and thirty thousand pupils all over the country. The ages of these pupils ranged from six to eighteen years. It should be the object of the teachers to encourage the language of delineation, to endeavour to interest the children in the objects round them, and to quicken their progress towards the higher study of art. Memory drawing excelled all others in developing power and tone. Drawing was the best means of cultivating the powers of observation. The Japanese learned to draw as they learned to write, and were more quick with the brush than with the pencil. Why should not English schools copy the Japanese in their enthusiasm for art education? The great object of the teacher should be to make his lesson attractive.

THE Technical Education Board of the London County Council announces 210 free scholarships in domestic economy, to be held in the Battersea, Borough, South-West London, and Woolwich Polytechnics, and in the institutes of Norwood, Wandsworth, Deptford House, Passmore Edwards' Settlement, and St. Mark's School, Violet Hill. Candidates must be either pupils about to leave school, not less than thirteen years of age, and having passed the fifth standard, or ex-pupils who have left school for a period of not more than one year, having been thirteen years of age at the time of their leaving, and having also passed the fifth standard. No candidate whose parents are in receipt of more than £2 a week, or £100 a year, will be eligible. Further scholarships will be offered at the end of the five months' course to girls whose parents desire them to remain for a further course of general instruction, or with a view to specializing in cookery, laundrywork, or dress-making; and the award of these scholarships will be made by the Board on the recommendation of the lady superintendent of the domestic economy school. These scholarships will entitle the holders to twenty-one weeks' instruction, together with dinner and tea on each school-day.

A MEETING of the Association of Principals and Lecturers of Training Colleges was held on Friday and Saturday, January 21 and 22, in the Day Room, at Whitelands College. Mr. Scott Coward gave a stirring and stimulating address on the great advance made recently in the colleges, and the points at which further advance was chiefly needed. Several other officials of the Department were present at the meeting, including Mr. Barnett, Mr. Pooley, and Mr. M. E. Sadler. Professor Miall, of Leeds, roused his audience to enthusiasm by a racy, humorous, and keen address on the Training of Teachers of Elementary Science, full of points and of practical sagacity. A long paper by Principal Withers, on the Certificate List and Syllabus, was ordered to be printed, so that members might consider and, if necessary, act upon its recommendations. The staff and students of Whitelands College provided an admirably prepared and appointed play for the evening's entertainment, and showed cordial hospitality to the friends from other colleges. Mr. Frere, of Hockerill, is the new President of the Association; Miss Dunlop and Mr. Oscar Browning, of Cambridge, Vice-Presidents. Mr. Griffiths, of Battersea, continues as Hon. Secretary.

At the annual general meeting of the Private Schools' Association, held last month in London, Mr. J. Bayley (Wellington, Salop), in his presidential address, expressed himself in favour of a central authority for secondary education, and against the revival of the clauses of the Education Bill of 1896 which invested county authorities with powers in that direction. Amongst the few honourable exceptions to the rule that County Councils had failed in prosecuting the work of secondary and technical education was that of Lancashire.

THE Battersea Polytechnic has just opened a technical school to give special instruction to young apprentices and to lads leaving the elementary schools who are desirous of entering the building, mechanical, or electrical engineering trades. A special feature will be the granting of certificates to students leaving the school, which it is hoped will prove of service to the holders in seeking employment, and the issuing of periodical lists to employers of labour, giving particulars of students who have passed through the school and are wanting to enter works and factories.

THE Council of Queen's College, Harley Street, the earliest institution for the higher education of women founded during the Queen's reign, are anxious to enlarge and improve their buildings, which, in their present condition, are not too well adapted for the purposes for which they are used. It is proposed to spend £7,000, of which £3,000 remains to be raised, and it is hoped that this sum may be collected during the present year, which is the jubilee of the College.

THE Association of Assistant-Mistresses in Public Secondary Schools held its annual general meeting (the first since its incorporation) on Saturday, January 15, in the hall of the North London Collegiate School. The main subjects of discussion were the proposal to form a joint register for women teachers by co-operation with other educational bodies of secondary teachers, and resolutions dealing with the professional training of teachers, drawn up by a joint committee. These last were in the main accepted by the Association. An interesting paper on "Science Teaching" was also read. The president for the present year is Miss Sullivan.

A LITTLE learning is a dangerous thing. The farewell address of the late Lord Mayor to the Court of Aldermen is thus reported in the *City Press*:—"My last words, therefore, to you are these: *Vale et benedicite.*"

FRESH HOWLERS (warranted genuine by the sender):—

1. What are tithes?—Things worn by ladies in circuses and pantomimes.
2. What do you know of the Pilgrimage of Grace?—It was written by John Bunyan.
3. What do you know of Lord Wolseley?—He was a Minister of Henry VIII, who exclaimed: "If I had served my God as I have served my King, I should not have been beheaded!"
4. Ecce super corpus communia damna gementes,
Obliiti decoris, virque paterque jacent.—
So the husband and father lie upon her body, forgetting all decorum, and uttering common . . . dashes.

THE Rev. W. E. Kemp, B.A., late assistant-priest at St. Thomas's, Stockport, has been appointed chaplain to the Woodard School, Taunton.

THE Rev. Archdall B. Wynne-Wilson, B.A., assistant-chaplain and master at Berkhamsted School, has been appointed Private Chaplain to the Bishop of Hereford.

COLLEGE OF PRECEPTORS.

LECTURES FOR TEACHERS

On the Science, Art, and History of Education.

THE CHARACTERISTICS AND DEVELOPMENT OF THE CHILD.

To be delivered by JAMES SULLY, M.A., LL.D.,

Grote Professor of the Philosophy of Mind and Logic at University College, London.

The First Course of Lectures (26th Annual Series) will commence on Thursday, February 10th, at 7 p.m.

This Course, consisting of Twelve Lectures, will deal with the Common Characteristics of Childhood and with the main features of Early Development. Attention will be paid to the more important differences of intelligence and disposition among children. The study of the natural history of children's minds will throughout be made subservient to the practical problem of the Educator, viz., the furtherance of a perfect and harmonious development.

Directions will be given as to reading, and care will be taken, by the setting of papers and by conversation, to give students a real grasp of the subjects of the Course.

SYLLABUS.

I.—How the Modern Interest in Child Study arose—Work of Rousseau and others—Beginnings of a more exact Investigation of Children's Powers—The Value of this Child-Study to the Teacher—How far such Methodical Observation can be carried out by the Teacher—Need of studying the Child's Mind in its Individual Variations.

II.—The Physical Basis of Mental Growth—Importance of Studying the Physical Characteristics of Infancy and Childhood—The Laws of Normal Bodily Growth—Methodical Testing of Children's Muscular Powers—Value of Spontaneous Bodily Activity—Play as a Means of Healthy Development—The Educator as Guardian of the Child's Bodily Welfare.

III.—The New Theory of Development—The Child's Instinctive Impulse towards Self-development—Meaning of Children's Imitation, Questioning, &c.—The Normal Course of Development of a Child's Mind—Development without and with Education—Importance of Studying Differences in the Development of Children.

IV.—The Function of the Senses in Early Life—Connexion between Activity of the Senses and Motor Organs—Play as a Field of Mental Activity—Bearing of these Characteristics on Early Education—The Fundamental Principle of the Kindergarten—Sense-Training as the beginning of Mind-Training—The Problem of Arousing Interest, Attention, and the Impulse to Examine Things.

V.—Sense-Activity and the Knowledge of Things—How a Child spontaneously Analyses and Synthesises its Sense Material—The Process of Learning to Distinguish and Recognize Objects—The true Relation of the Educator to the work of Observing Objects—Defects of Children's Spontaneous Observation as shown in their Drawing, &c.—The Importance of Testing the Progress of Observing Power.

VI.—The Development of Ideas out of Sense-Percepts—First Manifestation of Memory—Importance of Noting Directions of Children's Interest and Association of Ideas—Examination of the Contents of Children's Minds—Variations of Retentive Power among Children—How the Study of the Peculiarities of a Child's Memory assists the Teacher.

VII.—First Efforts to get beyond the Known—The Characteristics of the Early Activity of Imagination—Fanciful Modes of Apperceiving New and Strange Objects—The Freer Field of Childish Invention—Analogies between Ideas of Children and of Uncivilized Adults—The Instructor as Disciplining Childish Imagination to Orderly Activity.

VIII.—The Mental Image and the General Idea—Spontaneous Movement of Children's Minds towards Generalization—How a Child uses Names—Difference between Children's Spontaneous Generalizations and those required by the Educator—How the Work of Abstraction should be begun—Words as Aids to Thought and as taking the Place of Thought.

IX.—Thinking as Articulate in a Judgment—What the Process of Judgment Implies—Characteristics of Children's Spontaneous Assertions—The Growth of a Feeling for Truthful Assertion—Judgment as involving Inference—Some Characteristics of Children's Reasoning—Early Thoughts about Nature, History, and so forth—How the Educator should deal with the Child's Manners of Reasoning.

X.—The Study of the Feelings of Children—Under-estimation and Exaggeration of Children's Sensitiveness—Beginnings of a more Methodical Study of Children's Fears, &c.—The Problem of Education in relation to Children's Feelings—The Management of the Turbulent Passions—The Nourishing of the Germs of Sympathy, and the Higher Emotions.

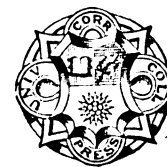
XI.—Early Directions of Active Impulse—Play as a Field for the Free Expression of the Active Self—The Weakness of the Young Will—Education as Disciplining the Will in an orderly effort to realize some permanent good—Asking too much and too little of the Young Will—How much the Educator does towards forming a Child's Character.

XII.—The Unity of the Child's Mental Life—How Feeling, Intelligence, and Volition Interact in Early Life—Relation of Interest, Curiosity, and Concentration of Mind—Beginnings of Self-Control in Children—Various Directions of Educational Work and their Interconnexion—The Relation of the Educator to the Child's Individuality.

The Fee for the Course of Twelve Lectures is Half-a-Guinea.

The Lectures will be delivered on Thursday Evenings at 7 o'clock, at the College, Bloomsbury Square, W.C.—Members of the College have Free Admission to the Course.

CAMBRIDGE LOCALS AND COLLEGE OF PRECEPTORS EXAMINATIONS, 1898.



SUITABLE BOOKS IN The University Tutorial and Preceptors' Series.

- CAESAR.—DE BELLO GALLICO I.** Edited by A. H. ALLCROFT, M.A. Oxon., and F. G. PLAISTOWE, M.A. Lond. and Camb. 1s. 6d. Vocabulary and Test Papers. *Interleaved.* 1s.
- CAESAR.—DE BELLO GALLICO II.** Edited by A. H. ALLCROFT, M.A. Oxon., and W. F. MASOM, M.A. Lond. Introduction, Text, and Notes. 1s. 6d. A Vocabulary (in order of the Text), with Test Papers. *Interleaved.* 1s.
- CAESAR.—DE BELLO GALLICO III.** Edited by the same Authors. (Uniform with the above in price and arrangement of parts.)
- CICERO.—DE SENECTUTE.** Edited by A. H. ALLCROFT, M.A. Oxon., and W. F. MASOM, M.A. Lond. Introduction, Text, and Notes. 1s. 6d. Vocabulary with Test Papers. *Interleaved.* 1s.
- HORACE.—ODES, Book I.** By A. H. ALLCROFT, M.A. Oxon., and B. J. HAYES, M.A. Lond. and Camb. 1s. 6d. Vocabulary, with Test Papers. *Interleaved.* 1s.
- HORACE.—ODES, Book II.** Edited by the same Authors. Introduction, Text, and Notes. 1s. 6d. Vocabulary and Test Papers. 1s.
- HORACE.—ODES, Book IV.** Edited by A. H. ALLCROFT, M.A., and F. G. PLAISTOWE, M.A. Lond. and Camb. (Uniform with the above in price and arrangement of parts.)
- LIVY.—Book V.** Edited by W. F. MASOM, M.A. Lond., and A. H. ALLCROFT, M.A. Oxon. Introduction, Text, and Notes. 2s. 6d. A Vocabulary (in order of the Text), with Test Papers. *Interleaved.* 1s.
- OVID.—METAMORPHOSES XIII.** Edited by J. H. HAYDON, M.A. Lond. and Camb. Gold Medallist in Classics. Introduction, Text, and Notes. 1s. 6d. A Vocabulary (in order of the Text), with Test Papers. *Interleaved.* 1s.
- VERGIL.—ÆNEID, Book I.** By A. H. ALLCROFT, M.A. Oxon., and W. F. MASOM, M.A. Lond. 1s. 6d. Vocabulary and Test Papers. *Interleaved.* 1s.
- VERGIL.—ÆNEID, Book V.** By A. H. ALLCROFT, M.A. Oxon., and W. F. MASOM, M.A. Lond. 1s. 6d. Vocabulary, with Test Papers. *Interleaved.* 1s.
- TACITUS.—HISTORIES, Book I.** Edited by F. G. PLAISTOWE, M.A. Lond. and Camb., and H. J. MAIDMENT, M.A. Lond. and Oxon. Introduction, Text, and Notes. 3s. 6d. Vocabulary (in order of the Text), with Test Papers. *Interleaved.* 1s.
- XENOPHON.—ANABASIS, Book I.** By A. H. ALLCROFT, M.A. Oxon., and F. L. D. RICHARDSON, B.A. Lond. 1s. 6d. Vocabulary and Test Papers. *Interleaved.* 1s.
- SHAKESPEARE.—MERCHANT OF VENICE.** Edited, with Introduction and Notes, by Prof. W. J. ROLFE, D.Litt. 2s.
- ENGLAND UNDER THE STUARTS,** being a History of England and English Literature from 1603 to 1688. By C. S. FEARENSIDE, M.A. Oxon., and A. J. WYATT, M.A. Lond. and Camb. 3s. 6d. *net.*
- GREEK READER, THE TUTORIAL, or Proœmia Græca.** By A. WAUGH YOUNG, M.A. Lond. 2s. 6d.
- LATIN GRAMMAR, THE TUTORIAL.** By B. J. HAYES, M.A. Lond. and Camb. Gold Medallist in Classics, and W. F. MASOM, M.A. Lond. *Second Edition.* 3s. 6d.
- LATIN GRAMMAR, EXERCISES AND TEST QUESTIONS ON THE TUTORIAL.** By F. L. D. RICHARDSON, B.A. Lond., and A. E. W. HAZEL, LL.D., M.A., B.C.L. 1s. 6d. Key, by F. L. D. RICHARDSON, B.A. Lond., and W. F. MASOM, M.A. Lond. 2s. 6d. *net.*
- LATIN COURSE, THE PRECEPTORS'.** By B. J. HAYES, M.A. Lond. and Camb., and F. L. D. RICHARDSON, B.A. Lond. 2s. 6d. Key, 2s. 6d. *net.* [*In the press.*]
- LATIN COMPOSITION and Syntax.** With copious Exercises, and Vocabulary to each Exercise. By A. H. ALLCROFT, M.A. Oxon., and J. H. HAYDON, M.A. Camb. and Lond. *Fourth Edition.* 2s. 6d. Key, 2s. 6d. *net.*
- LATIN READER, THE TUTORIAL.** With Vocabulary and Appendix containing the Unseen set at London Matriculation and Inter. Arts, 1875-1896. 2s. 6d. Key to Parts I., II., V., 2s. 6d. *net.*
- FRENCH COURSE, THE PRECEPTORS'.** By E. WEEKLEY, M.A. 2s. 6d.
- FRENCH PROSE READER.** Edited by S. BARLET, B. ès Sc., Examiner in French to the College of Preceptors, and W. F. MASOM, M.A. Lond. With Vocabulary. *Third Edition.* 2s. 6d.
- NOTES and KEY. By H. E. JUST, M.A. Lond., and H. C. A. TARRANT, B.A. Lond. 3s. 6d. *net.*
- FRENCH READER, THE PRECEPTORS'.** With Notes and Vocabulary. By ERNEST WEEKLEY, M.A. 1s. 6d.
- ALGEBRA, THE INTERMEDIATE.** By WILLIAM BRIGGS, M.A., LL.B., F.R.A.S., and G. H. BRYAN, Sc.D., M.A., F.R.S. Based on the *Algebra* of Radhakrishnan. 3s. 6d.
- EUCLID.—Books I-IV.** By RUPERT DEAKIN, M.A. Lond. and Oxon., Headmaster of Stourbridge Grammar School. 2s. 6d.
- TRIGONOMETRY, THE TUTORIAL.** By WILLIAM BRIGGS, M.A., LL.B., F.R.A.S., and G. H. BRYAN, Sc.D., M.A., F.R.S. 3s. 6d.
- TRIGONOMETRY, SYNOPSIS OF ELEMENTARY.** By WILLIAM BRIGGS, M.A., LL.B., F.R.A.S. *Interleaved.* 1s. 6d.
- MENSURATION OF THE SIMPLER FIGURES.** By WILLIAM BRIGGS, LL.B., M.A., F.C.S., and T. W. EDMONDSON, B.A. Lond. and Camb. *Second Edition.* 2s. 6d.
- HYDROSTATICS, AN ELEMENTARY TEXT-BOOK OF.** With Examples and Answers. By WILLIAM BRIGGS, M.A., F.C.S., F.R.A.S., and G. H. BRYAN, Sc.D., M.A., F.R.S. *Second Edition.* 2s. Key, 2s. *net.*
- MECHANICS, THE PRECEPTORS'.** By F. ROSENBERG, M.A., B.Sc. 2s. 6d.
- MECHANICS AND HYDROSTATICS, WORKED EXAMPLES IN:** A Graduated Course on the London Matriculation Syllabus. *Third Edition. Revised and Enlarged.* 1s. 6d.
- DYNAMICS, TEXT-BOOK OF.** By WILLIAM BRIGGS, M.A., F.C.S., F.R.A.S., and G. H. BRYAN, Sc.D., M.A., F.R.S. 2s. 6d.
- ELEMENTARY QUALITATIVE ANALYSIS.** By WILLIAM BRIGGS, M.A., F.C.S., F.R.A.S., and R. W. STEWART, D.Sc. Lond. *Second Edition.* 1s. 6d.
- SOUND, LIGHT, AND HEAT, FIRST STAGE.** By JOHN DON, M.A., B.Sc. Lond. 2s.
- MAGNETISM AND ELECTRICITY, TEXT-BOOK OF.** By R. W. STEWART, D.Sc. *Third Edition.* 3s. 6d.
- CHEMISTRY, THE TUTORIAL.** By G. H. BAILEY, D.Sc. Lond., Ph.D. Heidelberg, Lecturer in Chemistry in the Victoria University. Edited by WILLIAM BRIGGS, M.A., F.C.S.
Part I. Non-Metals. 3s. 6d. Part II. Metals. 3s. 6d.
- CHEMISTRY, SYNOPSIS OF NON-METALLIC.** With an Appendix on Calculations. By WILLIAM BRIGGS, M.A., F.C.S. *Interleaved.* 1s. 6d.
- BIOLOGY, TEXT-BOOK OF.** With Plates and numerous Questions. By H. G. WELLS, B.Sc. Lond., F.C.P. With an Introduction by G. B. HOWES, F.L.S., F.Z.S. In Two Parts.
Part I. Vertebrates. *Second Edition.* 6s. 6d.
Part II. Invertebrates and Plants. 6s. 6d.

COMPLETE CATALOGUE of Books specially adapted for Cambridge and Oxford Locals, College of Preceptors, and London University Matriculation Examinations, Free on application.

LONDON: W. B. CLIVE, 13 BOOKSELLERS ROW, W.C.

MESSRS. METHUEN'S LIST.

WORKS BY A. M. M. STEDMAN, M.A.

Initia Latina: Elementary Lessons in Latin Accidence. Second Edition. Fcap. 8vo, 1s.

First Latin Lessons. Fourth Edition, Enlarged. Crown 8vo, 2s.

First Latin Reader. With Notes adapted to the Shorter Latin Primer and Vocabulary. Fourth Edition, Revised. 18mo, 1s. 6d.

Caesar.—The Helvetian War. With Notes and Vocabulary. 18mo, 1s.

Livy.—The Kings of Rome. With Notes and Vocabulary. Illustrated. 18mo, 1s. 6d.

Easy Latin Passages for Unseen Translation. Fifth Edition. Fcap. 8vo, 1s. 6d.

Exempla Latina: First Exercises on Latin Accidence. With Vocabulary. Crown 8vo, 1s.

Easy Latin Exercises on the Syntax of the Shorter and Revised Latin Primer. With Vocabulary. Seventh and Cheaper Edition, Revised. Crown 8vo, 1s. 6d. Issued with the consent of Dr. KENNEDY.

The Latin Compound Sentence: Rules and Exercises. Crown 8vo, 1s. 6d. With Vocabulary, 2s.

Notanda Quaedam: Miscellaneous Latin Exercises on Common Rules and Idioms. Third Edition. Fcap. 8vo, 1s. 6d. With Vocabulary, 2s.

Latin Vocabularies for Repetition: Arranged according to Subjects. Sixth Edition. Fcap. 8vo, 1s. 6d.

A Vocabulary of Latin Idioms and Phrases. 18mo, 1s.

Steps to Greek. Second Edition, Revised. 18mo, 1s.

Easy Greek Passages for Unseen Translation. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Vocabularies for Repetition. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Testament Selections. With Introduction, Notes, and Vocabulary. Third Edition. Fcap. 8vo, 2s. 6d.

Steps to French. Second Edition. 18mo, 8d.

First French Lessons. Second Edition. Crown 8vo, 1s.

Easy French Passages for Unseen Translation. Third Edition. Fcap. 8vo, 1s. 6d.

Easy French Exercises on Elementary Syntax. With Vocabulary. Crown 8vo, 2s. 6d.

French Vocabularies for Repetition. Fifth Edition. Fcap. 8vo, 1s.

SCHOOL EXAMINATION SERIES.

EDITED BY A. M. M. STEDMAN, M.A.

Crown 8vo, 2s. 6d.

French Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Ninth Edition. A KEY, issued to Tutors and Private Students only, to be had on application to the Publishers. Fourth Edition. Crown 8vo, 6s. net.

Latin Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Eighth Edition. KEY, Third Edition (issued as above), 6s. net.

Greek Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Fifth Edition, Enlarged. KEY, Second Edition (issued as above), 6s. net.

German Examination Papers in Miscellaneous Grammar and Idioms. By R. J. MORICH, Manchester Grammar School. Fifth Edition. KEY, Second Edition (issued as above), 6s. net.

History and Geography Examination Papers. By C. H. SPENCE, M.A., Clifton College. Second Edition.

Science Examination Papers. By R. E. STEEL, M.A., F.C.S., Chief Natural Science Master, Bradford Grammar School. In Three Vols. Part I., Chemistry. Part II., Physics.

General Knowledge Examination Papers. By A. M. M. STEDMAN, M.A. Third Edition. KEY, Second Edition (issued as above), 7s. net.

CLASSICAL TRANSLATIONS.

EDITED BY H. F. FOX, M.A., Fellow and Tutor of Brasenose College, Oxford.

Cicero.—De Natura Deorum. F. BROOKS, M.A., late Scholar of Balliol College. Crown 8vo, 3s. 6d.

Cicero.—De Oratore I. E. N. P. MOOR, M.A., late Assistant-Master at Clifton. Crown 8vo, 3s. 6d.

Cicero.—Pro Milone. Pro Muræna. Philippic II. in Catilinam. H. D. BLAKISTON, Fellow and Tutor of Trinity College, Oxford. Crown 8vo, 5s.

Sophocles.—Electra and Ajax. E. D. A. MORSEHEAD, M.A., Assistant-Master at Winchester. Crown 8vo, 2s. 6d.

Aeschylus.—Agamemnon, Choephoroe, Eumenides. LEWIS CAMPBELL, M.A., LL.D., late Professor of Greek at St. Andrews. Crown 8vo, 5s.

Lucian.—Six Dialogues (Nigrinus, Icaro Menippus, Cock, Ship, Parasite, Lover of Falsehood). S. T. IRWIN, M.A., Assistant-Master at Clifton. Crown 8vo, 3s. 6d.

Tacitus.—Agricola and Germania. R. B. TOWNSEND, M.A., late Scholar of Trinity College, Oxford. Crown 8vo, 2s. 6d.

METHUEN'S COMMERCIAL SERIES.

EDITED BY H. DE B. GIBBINS, D.Litt., M.A.

British Commerce and Colonies from Elizabeth to Victoria. By H. DE B. GIBBINS, D.Litt., M.A., Author of "The Industrial History of England," &c. Second Edition, 2s.

Commercial Examination Papers. By H. DE B. GIBBINS, D.Litt., M.A. 1s. 6d.

The Economics of Commerce. By H. DE B. GIBBINS, D.Litt., M.A. 1s. 6d.

A Primer of Business. By S. JACKSON, M.A. 1s. 6d.

German Commercial Correspondence. By S. E. BALLY, Assistant-Master at the Manchester Grammar School. Crown 8vo, 2s. 6d.

A Manual of French Commercial Correspondence. By S. E. BALLY, Modern Language Master at the Manchester Grammar School. Second Edition, 2s.

French Commercial Reader. By S. E. BALLY. 2s.

Commercial Geography, with special reference to Trade Routes, New Markets, and Manufacturing Districts. By L. D. LYDE, M.A., of the Academy, Glasgow. Second Edition. 2s.

Commercial Arithmetic. By F. G. TAYLOR, M.A. 1s. 6d.

Précis Writing and Office Correspondence. By E. E. WHITFIELD, M.A. 2s.

RECENTLY PUBLISHED.

The Decline and Fall of the Roman Empire. By EDWARD GIBBON. A New Edition. Edited, with Notes, Appendices, and Maps, by J. B. BURY, M.A., Fellow of Trinity College, Dublin. In Seven Volumes. Demy 8vo, gilt top, 8s. 6d. each; crown 8vo, 6s. each. Vol. IV.

"The time has certainly arrived for a new edition of Gibbon's great work. . . . Professor Bury is the right man to undertake this task. His learning is amazing, both in extent and accuracy. The book is issued in a handy form and at a moderate price, and it is admirably printed."—*Times*.

"Gibbon's immortal work has never been presented in so convenient a shape."—*Guardian*.

A Short History of Rome. By J. WELLS, M.A., Fellow and Tutor of Wadham College, Oxford. With 4 Maps. Crown 8vo, 3s. 6d.

"An original work, written on an original plan, and with uncommon freshness and vigour."—*Speaker*.

A Primer of Wordsworth. By LAURIE MAGNUS. Crown 8vo, 2s. 6d.

"Thoughtful and informing."—*Manchester Guardian*.

"Mr. Magnus is both a careful student and an enthusiast."—*Times*.

"A valuable contribution to Wordsworthian literature. Simple and unaffected."—*Literature*.

A Primer of the Bible. By Prof. W. H. BENNETT. Crown 8vo, 2s. 6d.

"The work of an honest, fearless, and sound critic. An excellent guide."—*Manchester Guardian*.

"Scholarly, clear, and interesting."—*Scotsman*.

Voces Academicæ. By C. GRANT ROBERTSON, M.A., Fellow of All Souls, Oxford. With a Frontispiece. Fcap. 8vo, 2s. 6d.

This is a volume of light satirical dialogues, and should be read by all who are interested in the life of Oxford.

Demosthenes against Conon and Callicles. Edited, with Notes and Vocabulary, by F. DARWIN SWIFT, M.A., formerly Scholar of Queen's College, Oxford; Assistant-Master at Denstone College. Fcap. 8vo, 2s.

The Odyssey of Homer. A Translation by J. G. CORDERY. Crown 8vo, 7s. 6d.

"This new version of the Odyssey fairly deserves a place of honour among its many rivals. Perhaps there is none from which a more accurate knowledge of the original can be gathered with greater pleasure, at least of those that are in metre."—*Manchester Guardian*.

Plauti Bacchides. Edited, with Introduction, Commentary, and Critical Notes, by J. M'COSH, M.A. Fcap. 4to, 12s. 6d.

"The notes are copious, and contain a great deal of information that is good and useful."—*Classical Review*.

Taciti Agricola. With Introduction, Notes, Map, &c. By R. F. DAVIS, M.A., Assistant-Master at Weymouth College. Crown 8vo, 2s.

Taciti Germania. By the same Editor. Crown 8vo, 2s.

Ornamental Design for Woven Fabrics. By C. STEPHENSON, of the Technical College, Bradford, and F. SUDARDS, of the Yorkshire College, Leeds. With 65 full-page Plates, and numerous Designs and Diagrams in the text. Demy 8vo, 7s. 6d.

The aim of this book is to supply, in a systematic and practical form, information on the subject of Decorative Design as applied to Woven Fabrics, and is primarily intended to meet the requirements of students in Textile and Art Schools, or of designers actively engaged in the weaving industry. Its wealth of illustration is a marked feature of the book.

Passages for Unseen Translation. By E. C. MARCHANT, M.A., Fellow of Peterhouse, Cambridge, and A. M. COOK, M.A., late Scholar of Wadham College, Oxford; Assistant-Masters at St. Paul's School. Crown 8vo, 3s. 6d.

This book contains two hundred Latin and two hundred Greek Passages, and has been very carefully compiled to meet the wants of V. and VI. Form boys at Public Schools. It is also well adapted for the use of Honourmen at the Universities.

Exercises in Latin Accidence. By S. E. WINBOLT, Assistant-Master in Christ's Hospital. Crown 8vo, 1s. 6d.

An elementary book adapted for Lower Forms, to accompany the Shorter Latin Primer.

"Accurate and well arranged."—*Athenæum*.

Notes on Greek and Latin Syntax. By G. BUCKLAND GREEN, M.A., Assistant-Master at the Edinburgh Academy, late Fellow of St. John's College, Oxon. Crown 8vo, 3s. 6d.

Notes and explanations on the chief difficulties of Greek and Latin Syntax, with numerous passages for exercises.

"Well arranged, clear, and extremely useful."—*School Guardian*.

"Supplies a gap in educational literature."—*Glasgow Herald*.

A Digest of Deductive Logic. By JOHNSON BARKER. Crown 8vo, 2s. 6d.

A short introduction to logic for students preparing for examinations.

How to Make a Dress. By J. A. E. WOOD. Illustrated. Crown 8vo, 1s. 6d. (*Handbooks of Technology*.)

"Though primarily intended for students, Miss Wood's dainty little manual may be consulted with advantage by any girls who want to make their own frocks. The directions are simple and clear, and the diagrams very helpful."—*Literature*.

"A splendid little book."—*Evening News*.

METHUEN & CO., 36 ESSEX STREET, STRAND.

LONDON UNIVERSITY EXAMINATIONS.

Special Subjects, 1898 and 1899.

All texts are annotated and contain full Introductions. The Vocabularies are in order of the Text, and are preceded by two series of Test Papers.

MATRICULATION.

For June, 1898.

- Vergil.—Aeneid, Book I.** TEXT, 1s. 6d. VOCABULARY, *Interleaved*, 1s. TRANSLATION, 1s. IN ONE VOL., 3s.
Vergil.—Aeneid, Book II. (Uniform with the above in price and arrangement of parts.)
Aeschylus.—Persae. TEXT (with Map), 3s. 6d. TRANSLATION, 1s. 6d. IN ONE VOL., 4s. 6d.

For January, 1899.

- Ovid.—Metamorphoses XIII.** INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY (in order of the Text), with TEST PAPERS. *Interleaved*, 1s. A CLOSE TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.
Ovid.—Metamorphoses XIV. (Uniform with the above in price and arrangement of parts.) [In the press.
Xenophon.—Anabasis, Book IV. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, 1s. 6d.

INTER. ARTS, 1898.

- Livy.—Book VI.** TEXT, 3s. 6d. VOCABULARY, *Interleaved*, 1s. TRANSLATION, 2s. IN ONE VOL., 5s. 6d.
Horace.—Epistles. TEXT, 3s. 6d. VOCABULARY, *Interleaved*, 1s. TRANSLATION, 1s. 6d. IN ONE VOL., 5s. 6d.
Herodotus.—Book III. TEXT, 4s. 6d. VOCABULARY, *Interleaved*, 1s. TRANSLATION, 2s. IN ONE VOL., 6s. 6d.
History of England, 1485-1603. (Vol. II. of the *Intermediate Text-Book of English History*.) 4s. 6d.
History of English Literature, 1558-1660. (Vol. II. of the *Intermediate Text-Book of English Literature*.) 3s. 6d.
Chaucer.—Man of Lawes Tale. With the PROLOGUE to the CANTERBURY TALES. INTRODUCTION, TEXT, NOTES, and GLOSSARY. 2s. 6d.
Spenser.—Faerie Queene, Book I. With INTRODUCTION, NOTES, and GLOSSARY. 2s. 6d.
Shakespeare.—King John. 2s.
Shakespeare.—The Tempest. 2s. (For Hons.)
Intermediate English Questions, 1898. 1s. 6d.

B.A., 1898.

- Tacitus.—Histories, Book III.** A TRANSLATION, with TEST PAPERS. 2s. 6d.
Juvenal.—Satires XI., XIII., XIV. 3s. 6d.
Juvenal.—Satires VIII., X.-XVI. A TRANSLATION, with TEST PAPERS. 2s. 6d.
History of Rome, 31 B.C. to 96 A.D.: The Early Principate. With TEST QUESTIONS. *Second Edition.* 2s. 6d.
Synopsis of Roman History, 14-96 A.D. *Interleaved.* 1s.
Plato.—Phaedo. 3s. 6d. A TRANSLATION, with TEST PAPERS. 2s. 6d.
Aeschylus.—Septem contra Thebas. 3s. 6d. A TRANSLATION, with TEST PAPERS. 2s. 6d.
History of Greece, 495 to 431 B.C.: The Making of Athens. With TEST QUESTIONS and Five Maps. 4s. 6d.
Synopsis of Grecian History, 495 to 404 B.C. With TEST QUESTIONS. *Interleaved.* 1s. 6d.
History of English Literature, 1558-1660. (Being Vol. II. of the *Intermediate Text-Book of English Literature*.) 3s. 6d.
Shakespeare.—King Lear. 2s.
History of England, 1603-1714. (Being Vol. III. of the *Intermediate Text-Book of English History*.) 4s. 6d.

LONDON: W. B. CLIVE,
UNIVERSITY CORRESPONDENCE COLLEGE PRESS.
WAREHOUSE: 13 BOOKSELLERS ROW, STRAND, W.C.

THE JOURNAL OF EDUCATION.

A MONTHLY RECORD AND REVIEW.

SCALE FOR ADVERTISEMENTS.

PUBLISHERS' ANNOUNCEMENTS—		£. s. d.
Whole Page	...	5 10 0
Half Page	...	3 0 0
Quarter Page	...	1 15 0
Per Inch in Column	...	0 8 0
PREPAID RATES FOR SCHOOL ANNOUNCEMENTS—		
Scholarships, Official Notices, &c.—	6d. per line; minimum charge, 5s.	
Situations Vacant and Engagements Wanted.—	30 words for 2s.; each 10 words after, 6d.	
Lectures, Classes, Non-Resident Engagements, &c.—	48 words for 3s. each 8 words after, 6d.	
[These minimum charges do not include a copy of paper.]		

An extra fee of ONE SHILLING is charged on advertisements with OFFICE ADDRESS. Date of publication of next issue will be found at top left-hand corner of front page. [Advertisers are reminded that "Letters addressed to INITIALS or to FICTITIOUS NAMES at Post Offices are not taken in, but are sent at once to the Returned Letter Office."]

All Letters respecting Advertisements and Subscriptions should be addressed—"THE PUBLISHER," JOURNAL OF EDUCATION OFFICE, 86 FLEET STREET, LONDON, E.C. Money and Postal Orders, on the Post Office, Ludgate Circus, E.C., should be made payable to WILLIAM RICE; Orders and Cheques may be crossed, "City Bank, Ludgate Branch." Postage Stamps can only be received at the rate of thirteen to the shilling.

If a receipt is required for an advertisement under 10s., a postcard or a stamped envelope must be enclosed.

Notice must be given of all remittances through the Post Office from abroad, stating full name and address of the sender; and all Foreign Money Orders should be "crossed."

American subscribers may conveniently remit through Mr. C. W. BARDEEN, 406 South Franklin Street, Syracuse, New York; or Messrs. E. L. KELLOGG & Co., 61 East 9th Street, New York.

LONDON: WILLIAM RICE, 86 FLEET STREET, E.C.

A ROMAN CATHOLIC UNIVERSITY FOR IRELAND.

VIEWS OF MONSIGNOR MOLLOY, D.D.

SINCE the "adjacent island of Great Britain," as the Manxman phrased it, is not so thoroughly versed in Irish affairs as is desirable, it is perhaps excusable to remind its inhabitants that Monsignor Gerald Molloy, a distinguished personality in Dublin society, is Rector of the Catholic University for Ireland. But this institution is unendowed by the State, and is, in consequence, so hampered for want of funds that it cannot adequately fulfil the functions of a University.

English readers will remember that practically there exist two Universities in Ireland: Dublin University, with its sole college of Trinity, founded in Elizabeth's reign, and the Royal University, chartered in 1880. Trinity College claims that its degrees, honours, prizes are open to all without distinction of religion (not, alas! of sex); it has one Catholic fellow, out of thirty-seven, and two Catholic members of Council, out of sixteen. The Royal University is merely an examining body; everything it can offer is open to all, regardless of sex or religion. It possesses an annual endowment of £20,000, charged on the Irish Church funds and paid yearly by the Land Commissioners.

Irish Catholics are not satisfied with these arrangements, and it was for the purpose of finding out what they really desire that I met Monsignor Molloy at the Catholic College, St. Stephen's Green. The question is very much in the air just now, and an idea generally prevails that the present Government is favourably disposed towards the Catholic claims. Dr. Molloy stated, without any circumlocution, that there were three different schemes which had been suggested, at various times, for the solution of the question.

"First," he said, "we might have a Catholic University, recognised and endowed by the State, with power to confer degrees. There might be two or more colleges connected with this University: say one in Dublin, one in Cork, and one in Belfast."

"Yes; and the second?"

"The second scheme would make the University of Dublin a national University, by establishing one or more Catholic Colleges in connexion with it, and by giving to Catholics a fair representation on the governing body. The third scheme

would establish one or more endowed Catholic Colleges, under the Royal University."

"And which of these schemes do you regard as the best?"

"From a strictly academical point of view, the second would seem to be the best. It would bring all the University Colleges of Ireland into healthy rivalry under one University, and would secure for all students the prestige of an established and recognised standard of University education."

"What objection do you see to the third scheme—a Catholic College under the Royal?"

"The Royal University is only an examining board, not a teaching body. It makes no provision for residence. Even Queen's College, Belfast, which is the most successful of the endowed colleges in connexion with the Royal University, has, I believe, no students residing within its walls. Now we attach great importance to residence; and we consider that mere courses of lectures, without collegiate residence, are only a poor form of University education."

"What do you suppose to be the chief advantages of collegiate residence?"

"The advantages to which I refer are of a subtle and impalpable character, not easy to define. They consist chiefly, I would say, in the contact of students with one another; in the action of mind on mind by means of academical associations, discussions, conflicts of opinion; and in the unconscious but powerful influence of sympathy and example."

"These are no doubt, very great advantages."

"I think it is not rating them too high to say that they constitute at least one half of the value of a University career. Now, if you wish, I will take up each of the three schemes, and point out what I consider may be objected against each, and what may be said in reply to such objections."

"Can there be any objection on your side to a Catholic University recognised and endowed by the State? I thought this was the great desideratum."

"Most things human have their drawbacks, and it is certain that a new creation would require some time to gain public confidence. This is well known to be the case in University affairs. No matter what the intrinsic merits of a new University might be, there is a risk that the public reputation of its degrees would at first be lower than is the case with an old University."

"I presume that the public consider the degrees of your new Royal University as of less value than Dublin University degrees."

"Yes, and in spite of the fact that the standard of degrees in the Royal is higher. I do not in the least mean this as a reproach to the University of Dublin; it arises from the fact that, like the London University, the Royal University is only an examining board, and as such, it must adopt a high standard of degrees in order to maintain a high reputation."

"Am I to understand that you object to the first scheme?"

"No; personally I think that the objection I have referred to is not fatal, nor even very serious. The new Catholic University would make its reputation more quickly than some persons appear to think. Of course, even among those favourably disposed to it, it would take some time to establish itself, but the numbers and distinction of its students would hasten the process."

"How does a Catholic College under the Royal University appear to you?"

"As the least satisfactory to Catholics. Indeed, I am not at all certain that the scheme would be accepted. The Royal University is on a lower level as an academic institution. Catholics have a right to a University of their own, or to association with the highest University, the one enjoying most prestige."

"Might there not be real loss to learning in the multiplication of Universities, especially in a poor country like Ireland?"

"I will answer that question in a moment," rejoined Monsignor Molloy. "I should first like to finish what I have to say about the third scheme. To put the Catholics off with a University enjoying no prestige, to refuse them one of their own, and leave the University of Dublin practically Protestant for all time, when the majority of the population is Catholic, would be highly unsatisfactory."

"I understand that view. And now, how will you justify another University to be founded despite Ireland's poverty?"

"I don't admit that Ireland is poor. A Royal Commission appointed by the English Government, to investigate the

financial relations between England and Ireland, has recently reported that Ireland is, every year, overtaxed to the extent of between two-and-a-half and three millions sterling. This enormous sum, annually expended in Ireland and wisely administered, would go far to make her a prosperous and wealthy country. Moreover, the excessive taxation has been going on, it appears, for nearly fifty years; and the accumulation of arrears now due to Ireland, amounts, even without interest, to somewhat like a hundred millions sterling.

"That would go a long way to found a University."

"We only want some £40,000 annually, that is, about the same endowment as Trinity College enjoys, and say about £200,000 for a site and buildings."

"It seems to me that the Catholic University population cannot be very large, for Catholics are the poorer portion of the population."

"True, the Irish are poor, if you put out of consideration what is due to them by England. But the Scotch are poor also, and yet they have four Universities; the bulk of their students are drawn from the middle and lower classes; no one urges that because of its poverty Scotland has done ill in encouraging higher education. And the Irish have a real love of learning, a natural desire for higher studies. If the opportunity of obtaining University education, for which we have been clamouring these fifty years, were given to the Irish people, I believe that Ireland would astonish the world with the number and distinction of the scholars it would produce."

"If the University of Dublin were made a national University, with a Mixed Board of Catholics and Protestants, in equal proportions, do you not think there would be a difficulty in securing equal treatment for Catholics and Protestants?"

"There would be a difficulty, but not an insurmountable difficulty. At present, the University of Dublin is under a governing board almost entirely Protestant; and we are constantly assured that Catholics and Protestants receive perfectly equal treatment. Now it seems to me that the difficulty of securing this desirable end would not be increased, but rather diminished, by giving to each denomination an equal representation on the governing board."

"To take a concrete example of the difficulty of securing absolutely equal treatment for Catholics and Protestants, may I voice some of the complaints of the latter, in connexion with the Royal University?"

Monsignor Molloy assented.

"Catholics and Protestants teach moral philosophy differently; there must be different papers for each religion, and when there is a neck to neck race, it is difficult to be fair where papers differ. Moreover, the attitude in moral philosophy is a very different one. Catholics say they have discovered absolute truth; Protestants are still seeking it. St. Thomas Aquinas, dating from the thirteenth century, is still the great philosopher for Catholics; hardly any one else counts. Now, Protestants have to get up Mill, Hamilton, Bain, Spencer, writers whose ideas are not easily seized, whose theories hang in the air, as it were, liable to constant modification by subsequent advance."

"True, but Catholic students must also get up the history of philosophy; and to do this, they must make themselves thoroughly acquainted with the ideas, the theories, and the arguments of the philosophers you have mentioned."

"But the proportions are altered. Students know that the Catholic course is easier. This very session two students left a Protestant for a Catholic College in Ireland, to get up Aquinas. The change consorted with the religion of the Catholic student, whilst the Protestant one openly avowed that Aquinas was far easier to get up."

"H'm. I cannot answer for the predilection of students. If I were an examiner, I think I could set papers of equal difficulty in both courses. But, whatever may be the weight of your argument, it tells entirely in favour of a denominational University; and this is what we have been always contending for. I may observe, too, that the scheme you are now arguing against has already wrecked one Government. Mr. Gladstone made a bold attempt in 1873 to convert the University of Dublin into a national University, under a mixed board, and he failed. The present Government is timid, and would probably be chary about taking up the same project again."

C. S. B.

HOW TO TRAIN HOUSEWIVES.

By MARY LOVETT CAMERON.

The groans of the housewives of England ascend to Heaven! . . . Thousands of young girls are said to starve, or worse, yearly in London, and at the same time thousands of mistresses of households are ready to pay high wages for a decent housemaid, or cook, or a fair workwoman; and can by no means get what they want. Surely, if the elementary schools are worth anything, they may put an end to a state of things which is demoralizing the poor while it is wasting the lives of those better off in small worries and annoyances.

WHEN Thomas Huxley wrote these words our present educational system was in its infancy; they occur in an article called "The School Boards, what they can do and what they may do," which appeared in the *Contemporary Review* in 1870, during the author's candidature for a seat on the first School Board for London. After twenty-five years of compulsory education, we find that, far from having put an end to the state of things deplored by Professor Huxley, our Board schools are even accused by thoughtless persons of having created it.

The difficulty of getting well-trained servants has increased rather than diminished, while the influx of women into already overcrowded trades has gone on unchecked, and it has become evident to practical minds that something beyond the teaching given in the elementary schools is necessary in order to revive knowledge of the household arts among the mass of the people. For household work cannot be taught by means of books and diagrams, supplemented by the teacher's explanations, as other school subjects are taught; it requires a number of special appliances and constant practice in their use, taking up much time and requiring exceedingly careful training. Though of late years the domestic economy classes of the elementary schools have been well equipped for their work, another difficulty arises which it will be wise to face as soon as possible, for it lies at the root of the problem. Girls leave school too young for it to be possible to send them out into the world with a complete knowledge of housewifery. The mind of a girl under thirteen is incapable of grasping and retaining the mass of detail which goes to the proper fulfilment of even simple household duties, and when we consider that, in addition to her housewifery classes, she has to pass in the ordinary school subjects required by the Code, we see that we are in danger of laying burdens on young shoulders too heavy for them to bear. The teaching of housewifery in elementary schools ought not to aim at being anything but elementary, and will do no good work if too much is attempted; a smattering of confused detail is an absolute obstacle to systematic training later on. There is no more hopeless pupil than one who has acquired a little surface knowledge and fancies she knows a great deal. In addition to the danger of overtraining the mind in the effort to acquire too much at too early an age and in too short a time, there is another objection to any serious attempt to turn thoroughly instructed housewives out of our elementary schools. Much of the course is, of necessity, practical manual labour of a kind for which the growing bodies of children under thirteen are unfitted.

The injuries sustained by women and girls who work in factories are often brought before the public, but the curved spines and internal injuries, the stunted forms and lowered vitality, caused by excessive fatigue in the performance of ordinary household work are hardly mentioned. To assert, as is sometimes done, that poor children would suffer in this way at home does not excuse it; the ill-health of our working women is deplored by all doctors. We force children to school to save them from mental and physical deterioration, not to add to it, and any attempt to give a thorough training in housewifery in an elementary school is as dangerous to the real interests of the girls as certain to be futile in its results.

To what then must we look to fill this gap in the education of the women of this country? Obviously it is on special technical classes that the future of the household arts among us depends. Such classes have been started by the Technical Education Board, but before we congratulate ourselves on the probable results of their labours we must inquire whether they are getting hold, in sufficient numbers to appreciably affect the labour market, of the class of girls for whose instruction large sums of public money have been set aside. It is no doubt desirable that middle-class girls should be better instructed in household economy than they often are, but it is not for their sake alone, or even chiefly, that the housewifery

classes of the Technical Education Board are designed. The fact is that when a working man's daughter leaves school she must either begin to earn her own living, or, at any rate, to learn to earn it. According to present arrangements there is no sufficiently obvious advantage to be gained by attendance at a housewifery class to counterbalance the loss of the weekly half-crown which the child can earn as a household drudge, errand girl, or beginner in factory or workshop.

What is really urgently needed is some link between the elementary school and the housewifery class, for without it the Technical Education Board may pipe, but the stern necessities of the life of the working classes will prevent their daughters from dancing to the tune.

This link would be supplied if a year's preliminary training in housewifery were given free of all payment to girls who should pass straight from the elementary schools to the housewifery classes. To achieve this the schools would have to be grouped round training centres, to which their pupils would have the privilege of passing on leaving school. One great point thus gained would be continuous training, for the girl who leaves school with sharpened wits and habits of order and attention soon falls into slovenly ways and gets her intellect dulled by overwork and want of intelligent supervision. Once this process of deterioration has set in, the teacher's task is rendered a hundredfold more difficult; but, could she obtain her human material unspoiled, there would be a chance of developing amongst us a body of skilled housewives, who, whether in their own homes as wives and mothers or in those of others as certificated domestic servants, would add to the health and well-being of the nation, to an inestimable degree.

At the end of a year's free training those girls who did not intend to adopt housewifery as a profession would leave the training class with a certificate of general efficiency in domestic work; but the education of the class of trained housewives who would be able to raise household work to the rank of a skilled industry should begin at this point.

The succeeding classes which would develop the girl, well grounded in general knowledge of her profession, into the skilled cook, housemaid, nurse, laundry-maid, or needlewoman, would be open to all comers on payment of the usual fees, but those children of richer parents who desired to obtain certificates as skilled housewives should be obliged to go through the preliminary year's training as paying pupils. The advantage of thus linking the paying and free classes together is manifold—the paying pupils help to pay for the "plant" of the training centres, and both middle and working classes share in the benefits of the scheme.

We must always remember, however, that, though one man may bring a horse to the well, twenty cannot make him drink, and, before we can hope to see housewifery take its place as a desired and honourable profession among women, the foolish prejudice which makes people regard housework as "menial" and degrading must be removed.

The theory that modern girls and women are averse to domestic service, solely on account of the confinement and restrictions imposed on servants, is negated by the eagerness they show to embrace sick-nursing as a profession. When women take a pride in their work, neither long hours, hard work, strict rules, nor small pay, deter them from entering a profession, and I feel convinced that when we succeed in getting housewifery recognized as an honourable profession women will again flock into it. No woman should feel any loss of personal dignity in undertaking household work, but she will do so as long as it is regarded as unskilled drudgery and practised by rule of thumb.

Girls leaving the housewifery class after the first year's training would be better fitted to conduct their home life, and might even be taken as servants by those unwilling or unable to engage skilled help in their household work, but they could not claim to be members of the skilled profession, which I hope will transform the home life of the richer classes and empty the labour market of superfluous women. On entering the regular housewifery class, girls might choose which special branch they would take up, and be trained either in cookery, care of children, fine laundry-work, or such refinements of household work as a first-class house- and parlour-maid ought to know. Separate certificates would be given for efficiency in any one of these arts, but girls able and willing to remain long enough at the training centre to gain certificates in all should have the

special certificate of a trained *housekeeper*, which would represent the summit of the profession. A point to be insisted on is that no girl should be allowed to gain a certificate for less than a year's training. The physique of our girls is so important to preserve, and the danger of scamping in household work so great, that any attempt by duplicating classes to gain two certificates in the same year should be made impossible.

No snobbish divisions should be made between rich and poor, paying and unpaying, pupils; rather should the attempt be made to revive the wholesome spirit which allowed the mistress to work with her maids, personally directing their labour, instead of railing at their inefficiency from the drawing-room sofa. The "genteel" family in which mistress and daughters pride themselves on knowing nothing of housework, and never set foot in the kitchen, is happily becoming a thing of the past.

The great difficulty in the way of getting working-class girls the full benefit of these classes is that they are obliged to begin to support themselves at such an early age.

The only plan that suggests itself is that of a carefully-arranged system of half-time, by which girls qualifying for their certificates as trained housewives shall at the same time earn the necessary wage. Mistresses desiring the services of a girl for a few hours daily should, on application at a training centre, be supplied with a pupil who, having gained her preliminary certificate, desires to continue her course of training in housewifery. It would be absolutely necessary that these engagements should be made directly through the directress of the training centre, for many reasons; but the small fee charged to mistresses would make the department self-supporting.

The places thus found for girls would have none of the disadvantages of those to which poor children are often sent straight from school. A better class of mistress will compete for the services of these better-equipped girls. Ladies and childless couples living in small flats, the bane of whose life at present is the frowsy charwoman who comes and goes according to her own loose ideas of time, and stays away altogether when she is most wanted, would be thankful to know where to get a girl trained in orderly and cleanly habits, who would be adding to her acquirements at the training centre during the rest of the day.

The engagements would only be for two hours or so daily, but there are thousands of persons who engage help of this sort in London, and many more would do so if they could get it. A condition of engagement at a training centre should be that the girls' duties be clearly specified, and, if they appear so heavy as to be likely to unfit her for profitably attending her classes, the place should be relentlessly refused.

The objections to half-time as it now obtains in factories and workshops do not apply to housewifery classes. In the first place, as no girl would be placed till after her preliminary year was out, she would be older than the little factory half-timers; and, secondly, while the monotonous work and din of the factory unfit the children for intellectual effort at school, the hour or two of household work of the pupil in housewifery would be the carrying out of the lessons learnt during the rest of the day.

The regulation of this class of work would be a great boon to the girl worker; at present people engage a girl for an hour or two daily, and pay her for that, though they often keep her for the greater part of the day.

In raising housewifery to the rank of a skilled profession, several minor points present themselves. One of these is the question of adopting a suitable dress. The uniform of the trained sick-nurse has not been without its value in rescuing that profession from the hands of the Sairey Gamps and Betsey Prigs of fifty years ago. The starched cap and apron and print dress now *de rigueur* for women servants in upper-class households have come to be looked on as a badge of servitude, and, even could that prejudice be removed, the dress is not an ideal one by any means. It would not be difficult to invent one more hygienic, more comfortable, and at the same time conferring more womanly dignity on the wearer.

These details are not unimportant; the trained housewife in her uniform would come to her work with an *esprit de corps* very different from that which now animates Mary Jane the general servant, and would be regarded by her employers with correspondingly increased respect. Her station in life would be honourably established, and, in a country like our own, where social distinctions are hard and fast, it is essential for members

of any trade or profession to feel a pride in belonging to it. At present, though domestic servants cannot be exactly ranged among the unclassed members of society, they have not that healthy bond of union which a common standard of efficiency and a common uniform give to our trained nurses.

The benefit that some such scheme as I have here outlined would be to all classes of women cannot be doubted. Ignorance of the household arts in wives and mothers means unwholesome food and unhealthy dwellings for their families, and this is as true of rich as of poor women, for "like mistress, like maid" holds good in most instances, and even skilled and certificated housewives will work all the better for having an intelligent head over them, though of course they will greatly ease her present arduous task. With regard to poorer women, we have only to look into the lives now led by working-class girls in large towns to be convinced that the administration that did something to improve their condition would be one to earn the highest gratitude of women. Whether it is the little maid of all work, slaving for sixteen or eighteen hours a day, sleeping in a cupboard or under the kitchen dresser, carrying heavy pails and scuttles up and down steep staircases and living out the rest of her life underground, or the factory-girl earning five shillings or six shillings a week for ten hours' work a day and keeping herself on that liberal sum, or, worst of all, the girl untrained to any paying work, who, after tramping the town from door to door of factory and workshop, at last takes to the one trade which is always open to the destitute of her sex, and falls never to rise again, their state is one that should rouse us to every effort to better it, before the health and stamina of the nation are hopelessly undermined. Under present conditions, it is hardly surprising that these women are worn out at thirty, and that hospitals for women overflow with patients.

The demand that training in housewifery shall be thorough and complete cannot be too emphatic. There is no more harmful delusion than the too widespread idea that household work is of a quality that any fool can do by the light of nature. Household work, far from requiring the exercise of a low order of faculties, needs high intelligence and a most carefully trained understanding for its due performance. To grasp the principles and rightly apply the numerous details which go to serving really wholesome meals and to keeping houses full of human beings in a thoroughly sanitary state is not the easy task some folk seem to believe. We train hospital nurses; if we did the same by housewives, the labours of the doctor and the nurse would be lessened, and the health and happiness of the whole community correspondingly increased.

A due ordering of the home life of a nation is the chief factor in all civilization worthy of the name, and not the best sanitary system in the world will insure health to the community without a body of trained housewives to carry out its provisions.

Realizing this, we see what a tremendous responsibility rests on our women, and wonder at the folly that leaves the mass of them absolutely untrained to grapple with such all-important issues. Let us admit, without delay, that the directing of our home life needs the most highly trained faculties of the cleverest women in the kingdom, and act accordingly.

The industrial slavery of women can only be ended by means such as I have outlined. Among the richer classes, women with no talent for housewifery will pursue occupations more congenial to them, unshackled by the attempt to do two things at once; the skilled housewife will be at hand to relieve them of their burdens. As for our poorer sisters, the depletion of the market of unskilled labour will revolutionize their lives, with knowledge will come power to resist oppression, they will no longer flock into unhealthy trades and undersell their male competitors, as cruel necessity too often forces them to do at present. If men would only realize that women must be the blacklegs of the labour market so long as they are obliged to fight their way in the world unequipped with proper training, our rulers would take more pains to put technical instruction within their reach.

The champions of the higher education of women need not fear that advanced instruction in the household arts will make for their subjection or condemn them to the position of household drudges. On the contrary, the woman who is a thorough mistress of housewifery will reign over her household by the best of titles, while those who enter other trades and professions will do so from free choice, and not, as is so often the case at present, from stress of circumstances, which force the self-

supporting woman into grooves often the furthest from her real wishes and tastes.

Our surplus female population ought to allow us to regulate our home life by a competent staff of trained assistants, while leaving the fullest liberty to other women to follow the professions congenial to them. It is to our shame that we so waste our material that our homes are often neglected while crowds of women are clamouring for work.

REVIEWS AND MINOR NOTICES.

The Herbartian Psychology applied to Education. Being a series of essays applying the Psychology of Johann Friedrich Herbart. By JOHN ADAMS, M.A., B.Sc., F.C.P., President of the Educational Institute of Scotland, 1896-7, Rector of the Free Church Training College, Aberdeen. (Isbister.)

Nothing could be more significant of the desire to place education on a scientific as distinguished from an empirical basis than the number of books and monographs that are being issued in the United States and in Germany on Herbart. Even in Finland, we hear, at the University of Helsingfors, the Professor of Pedagogy, Professor Waldemar Ruin, has written on Herbart. Herbart is, we may conclude, the one modern writer on education who is able to attract the exponents of educational principles. Herbartianism, indeed, is a cult, and has its devotees, some of whom hold to the letter and others to the spirit. But, devotee or not, no one can deny that, whether for purposes of attack or defence, Herbart occupies a unique position in educational theory, and any writer who can offer a lucid exposition or a helpful criticism is sure of a hearty reception amongst educationists.

Mr. Adams, we think, has supplied both an exposition and a criticism which will be of excellent service, particularly to those who have already gone through an elementary course. His book is much more lively and breezy than educational books usually are. The style is often colloquial and confidential, and for those who are on good terms with philosophy it is often an amusing and humorous piece of writing. The following example will show the unmistakable power which Mr. Adams has in making a pointed exposition of his subject:—

"Verbs of teaching govern two accusatives, one of the person, another of the thing; as *magister Johannem Latinam docuit*—the master taught John Latin." Thus far the Latin rudiments. When the master seeks to apply the principle in real life, he finds he can manage his double accusative only by the possession of a double knowledge: he must know Latin; and he must know John. Not so long ago it was considered enough to know Latin . . . as John was either taken for granted or held to be not worth knowing. Popular belief and practice are changing, and John is entering upon a period in which he is likely to have a somewhat uncomfortable share of the master's attention. The person is for the first time coming to his proper place before his fellow-accusative, the thing.

It will be seen that the book is entertaining in style and matter. But this very fact may make it slighter in value to the severe psychologist, and one fears whether all schoolmasters have the necessary knowledge of psychology to see *how* entertaining it is.

Perhaps the two most original ideas in the book are contained in the two chapters entitled "A Neglected Educational Organon" and "Graphic Hypothesis." The new organon which Mr. Adams proposes is the use of the riddle as a subject of instruction or at least of mental discipline. What is wanted, Mr. Adams declares, in school-work, is a more scientific and intelligent guess-work. His ideal appears to be that of "Every man his own Sherlock Holmes." No doubt the "riddling out" of problems is necessary in school-work, but it is ludicrous to think that the mere smartness of the conundrum-solver is necessarily a mind-discipline of so irresistible a nature that it should be advocated for universal adoption. With the second suggestion, that expression by means of drawing is of great educational value, we cordially agree. It may, as Mr. Adams points out, save a great deal of writing and not a little confusion. Mr. Adams tried an experiment on the youthful readers of the *Boys' Own Paper*, the interesting results of which he gives in this book. He asked readers of that paper to draw a map of

Robinson Crusoe's Island, to indicate its size and position, the location of the creek, the castle, the harbour, the grotto, the foot-print. They were also to make clear the general nature of the surface of the island—hills, valleys, rocks, and so on. All that was asked for was that details put on the map should be founded upon what is said in the story, or, at least, not be inconsistent with it. In examining the results of this competition, Mr. Adams tells us that the first thing that struck him was the unlikeness among the maps. No two are alike. By the graphic representation some idea is given of the way in which the description of Crusoe's Island appears to each boy. From that you see something of the creation of ideas in general of the outer world. From this variety of interpretations much can be gathered as to individual characteristics of pupils.

Mr. Adams's book is decidedly clever, and deserves to be read for its suggestiveness, but we are bound to say we anticipate a readier appreciation of its merits in the United States than in England. In the last chapter, for example, Mr. Adams attempts to reconcile the Herbartians, in their doctrine of many-sided interest as an educational aim, with the Hegelians in their doctrine of self-realization. In America there is a meaning in the contest amongst educationists between Hegelianism and Herbartians. In England all this sounds like dreamland. At any rate, Mr. Adams has provided the means for every educationist to take a glance at these things.

"The Warwick Library."—*English Masques.* With an Introduction by HERBERT ARTHUR EVANS. (7¼ × 5 in., pp. lxiii., 245; price 3s. 6d. Blackie.)

Mr. Evans has done students of English literature good service by placing within their reach a good selection of English Masques, and adding thereto a helpful and readable introduction. Of course there has been the inevitable German scholar before him—in this case Dr. O. A. Soergel. But, though Mr. Evans owes much to Dr. Soergel, the work which he has given us is in the main his own; and careful scholarly work it is. Out of fifty printed masques still accessible he has reprinted sixteen, with such annotations as were needed. From the point of view of variety in manner, method, and excellence, it is, perhaps, a pity that as many as ten of the sixteen should be by Ben Jonson—the others being by Daniel, Campion, Beaumont, Shirley, and Davenant, with one anonymous. But from the point of view of skill, and of literature—if we may use the word in this connexion—there can be no doubt that Jonson fully deserves the lion's share of space given him.

A masque, in Mr. Evans' definition, is "a combination, in variable proportions, of speech, dance, and song; but its essential and invariable feature is the presence of a group of dancers, varying in number, but commonly eight, twelve, or sixteen, called masquers. These masquers never take any part in the speaking or in the singing; all they have to do is to make an imposing show and to dance." The dances are of two kinds—stately figure dances by the masquers alone, and the revels, or livelier dances, in which some of the audience take part. This—confessedly only a rough definition—seems to us quite sufficient for our purpose. Taking it as his criterion, Mr. Evans is right in refusing to recognize "Comus" as a true masque; but we do not understand why he ignores "Arcades." It is quite evident from the words towards the end that there was a dance of shepherds; and there may also have been revels, for what we know. But we are in too grateful a mood to be anxious to find fault. We wish, however, that he had found space to explain to us more clearly the difference between a *masque* (which he claims to be an English production) and a French *ballet* when speeches and songs were introduced. No doubt, as he says, the latter was more formal and longer; but, from the descriptions which he quotes from Menestrier, both the "Ballet de la Cour du Soleil" and the "Ballet Moral" seem to us as much masques as any in his selection.

We have hinted that we think that the masques can hardly be described as literature in the strictest sense. And naturally from reading stage directions and a few scraps of dialogue we can but feebly form a mental picture of what a really well-managed Masque must have been. But we must remember that songs were included; and, at the end of the sixteenth and in the early part of the seventeenth century, English songs attained to, or simply were inspired with, a lightness, spontaneity, and sweetness which they never possessed before and never have possessed since. In the masques of this volume there are

many exquisite snatches of song ; and "Anon." in his "Masque of Flowers" (revived at Gray's Inn in 1887) gives us a fine rollicking catch, which Silenus opens with "Ahey for and a ho." We are sorely tempted to quote, but must refrain. The annotations, which are properly kept within bounds, are either selected from those provided by the authors themselves or are Mr. Evans's own. In both cases they are of the right kind and quite adequate to their purpose. In short the book is a highly creditable piece of work.

"The Warwick Library."—*English Lyric Poetry*, 1500 A.D. to 1700 A.D. With an Introduction by FREDERIC IVES CARPENTER. (7½ × 5 in., pp. lxx., 276 ; price 3s. 6d. Blackie.)

Dr. Carpenter is, we are told, a distinguished Lecturer on English Literature at the University of Chicago. He is known, Dr. Herford, the general editor, adds, to American readers, and to the students of English literature in general, by a very subtle and comprehensive investigation of the poetic speech of the Elizabethans—"Metaphor and Simile in the Minor-Elizabethan Drama." We must confess that we have not read anything of Dr. Carpenter's before ; and certainly we have not found anything subtle in the introduction to the volume whose title stands above. What he gives us is a straightforward workmanlike essay on the forms and themes and motives of lyric poetry in England during two centuries. Here is a fair specimen of what he has to tell us :—

The lyrical poetry of the seventeenth century from the very beginning rapidly becomes more subjective, more reflective, and more weighted with conscious meaning. The old manner of lyrical writing is still attempted ; there are still pastoral and song ; but even pastoral and song are affected by the new something in the moral atmosphere ; they become more literary and less spontaneous, less amateurish and more deliberate ; there is a growth of manner and of self-consciousness, until in the end art begins to supersede nature and native inspiration, and by the time of Charles the golden cadence of Breton and Lyly and Peele is heard no more.

And he goes on to point out that pastorals and songs, being immediate in their attachment to the actual forms of life, have to give place more and more to weightier lyric forms, odes and elegies and reflective monodies. Capital, too, are the accounts given of Donne and of Donne's influence. Dr. Carpenter has evidently read closely and thought carefully. Whether every one will agree with what he has taken "lyric" to mean for the purposes of the present volume we are not prepared to assert. Roughly it is made to mean here any poetry not dramatic, epic, or satiric. For ourselves we are quite willing to leave the definition alone rather than risk the exclusion of any piece from the peculiarly good selection which we are given. Not only are the pieces in themselves good specimens of their respective authors, but there is also preserved throughout a right proportion in the amounts given from the authors selected. So that in every way the volume is a very satisfactory addition to a good series. It goes without saying that the book is well printed and neatly bound.

Old Harrow Days. By J. G. COTTON MINCHIN. (Methuen.)

A pleasantly written rambling, gossipy, book of Harrow reminiscences by an enthusiastic old Harrovian, who entered the school in 1864. It is full of racy stories, told with the utmost frankness ; some, we hope, apocryphal. Thus of the Rev. William Oxenham, who died in 1863 : "He was jealous of his chief. The boys, knowing this, used mischievously to say : 'Dr. Vaughan likes this, sir,' a remark which merely drew from the second master, 'D—n the fool, d—n the fool.'" Again, another master, overhearing in his form room the scarcely classical expression, "You're a d—d fool !" at once put the cap on his head, and asked each of the boys in turn, beginning at the top and ending at the bottom : "Am I a d—d fool?" One honest boy was at last found, who replied in the affirmative, and he was, of course sent to—where truth is so often to be found—the bottom. This is almost incredible, yet, as we used to say at school, "It's Bible truth." Another story, dating from the same era, about the simulated earthquake, is quite true, though it is tacked on to the wrong master, and we much misdoubt the pendant to it in which Mr. Kenelm Digby is made to advance into the same master's class-room at the head of the form with umbrellas fixed like bayonets and a shout of : "Sir, you are dangerous." In those days umbrellas and great coats were taboo at Harrow. There

is a touching story told of Smith O'Brien on the authority of Dr. Butler. Lord Dungannon had twice refused to sign a petition for the remission of the death sentence, when he received the following letter from Smith O'Brien's brother, Sir Lucius :— "My dear Dungannon, you won't let your old schoolfellow, my poor brother, be hung like a dog." His principles went by the board and he signed. Sometimes Mr. Minchin fails to see the point of his stories. Thus he tells us that Harrow masters once appointed a committee to investigate their butchers' charges, and discovered that the Harrow butchers had invented a sliding scale, and at the top, as least likely to find them out, had placed the future Bishop of Durham. This reminds him of a story of Dr. Whewell, who consulted an undergraduate about the best way of keeping down the long grass at the Backs, and was advised to let the butchers graze their sheep there, to which the Master replied : "But that would be very expensive. Just think what the butchers would charge me for allowing their sheep to eat my grass!" Mr. Minchin actually mistakes a shrewd gibe for *sancta simplicitas*.

In politics, we gather, Mr. Minchin is an out-and-out Conservative, and so in literature he considers Byron the poet of the century. But in school matters he is a thorough Radical. "Gregory's time," we read, "was wasted, like hundreds of other boys' in writing silly Latin verses." As it was in '34 so it must have been in '64, else Mr. Minchin would never have written such a sentence, or dozens like it. We feel, however, that such criticism is quite out of place in reviewing a pleasant book of gossip, and will quote against ourselves a final *mot* : Mr. Gladstone, in an article quoting Bottom and Titania, had referred "in an asterisk" (*sic*) to "Midsummer Night's Dream," "I fear," said Mr. Watson (*Vanity*), "our Prime Minister is becoming a pedant in his old age."

A History of England, from the landing of Julius Caesar to the present day. By H. O. ARNOLD-FORSTER. (7½ × 5½ in., pp. xvi., 816 ; price 5s., illustrated. Cassell.)

Mr. Arnold-Forster's style of writing is already well known to most of our readers ; and in the seven small books entitled "Things New and Old" he has shown us how, in his opinion, history should be used so as to cultivate a feeling of patriotism and citizenship. The greater part of the contents of these small books has been included in the portly volume before us, with modifications and additions. The aim is not to give a mere summary or skeleton outline, but by selecting events and persons suitable for the purpose, and treating these somewhat fully and picturesquely, to produce an animated narrative, and one really likely to interest boys and girls. In this aim the author has been very successful. The episodes and characters given chief prominence have certainly been chosen with good judgment ; and, if here and there the manner of writing errs from over-emphasis, the story, nevertheless, is brightly and connectedly told, and, as far as we have noticed, quite up to date in all important particulars. If fault there be to find, we should say that, to our mind, the book is somewhat too profusely illustrated. Pictures are not always an aid to a narrative ; they are sometimes rather an interruption and distraction. And, though, from the general care taken that the pictures and the text shall relate to one another, this is not often the case in the book with which we are dealing, there are times when we would gladly do without the pictures.

In speaking of the prominence given to episodes and persons, we do not mean to imply that the book is a mere patchwork of anecdotes. This is not so. Everything is not treated with the same fulness, but the story is connected ; and each chapter is supplied with useful summaries, and headed with an interesting quotation from a chronicle or speech or poem ; while the matters treated of include literature, science, art, trade, &c., and are not restricted to what is merely political. Those of the school of Professor Seeley may shake their heads at this ; but boys and girls will be duly grateful. Altogether we can heartily recommend this new History of England.

A Manual of French Prose Composition. By J. G. ANDERSON, (Blackie.)

An original and most suggestive contribution to the most difficult department of modern language teaching. The book consists of two nearly equal portions, the theory and the practice of composition, and, excellent as each is by itself, the two parts are not very closely correlated. After a general introduction on accent and

quantity, which bristles with disputatious points and, as the author admits, will appeal to the teacher alone, we are set to work with an excellent chapter on vocabulary, in which special stress is laid on the difference of French and English metaphor. The rest of Part I. may be described as a French syntax rewritten from the composer's point of view. Due attention is paid to the order of words, especially in interrogative sentences—a point which is strangely neglected in our popular school grammars. Incidentally a number of grammatical problems are raised and several of the traditional rules are riddled by examples from modern standard authors—e.g., those on the position of the adjective, the plurals of proper nouns, the use of *ce* and *il*. The second part consists mainly of translations from modern French authors to be turned back into French. The notes give just the sort of aid required, though we should have liked them rather fuller at the beginning. It was a happy inspiration to give the "*Auguste en Angleterre*" which recently appeared in *Punch*, as an exercise for word-for-word translation.

We give a few *errata et corrigenda*. Page 2: something has gone wrong with the translations of Horace, both identical. Page 10: "He is to be a doctor, *Il veut se faire médecin*." Not an equivalent. "He is about, *Il va et vient*." Ditto. Page 11: "Your terms are finer than the common sort of men." Not English. Page 68: rules 3 and 4 contradict one another. Page 75: "Thou and I am one" is something worse than "awkward" English. Page 84: Mr. Anderson should read Dr. Molloy's "Shall and Will." Page 85: (last line) for *a eu* read *avait*. Page 88: "Contrary to Latin, which is very illogical in its use of the subjunctive." We protest. In conditional sentences, where French deviates most widely from Latin it is French that is illogical. Page 97: "To be. This verb is not used in French to form tenses." A strange assertion. Page 115: "When used with men's names the article expresses contempt." But *Le Corrège, le Tasse*. Page 155: "A rapid rise in *consuls*." Page 178: *Eschylus*.

"Bell's English Classics."—*Thomas Carlyle: The Hero as Man of Letters*. With Introduction and Notes by MARK HUNTER, M.A. (7¼ × 4¾ in., pp. lxx., 110; price 2s. Bell & Sons.)

The plan of this edition may be best understood by the fact that we are given seventy pages of introduction and sixty-six pages of notes, appendix, and index to forty-four pages of text. Indeed, we might describe the book as an essay on Carlyle with a long illustrative passage from "Hero Worship." Not that in saying this we desire to condemn the book. The notes, though to our mind too many and too full, are really excellent. They show care, considerable information, and abound in suggestive comment; and the appendix, which gives outlines of the lives of Johnson, Boswell, Rousseau, and Burns, is very well written. But we feel that the text is somewhat drowned in all this. The introduction is very readable, the part dealing with Carlyle's life and work being particularly well done; but it seems to us too little critical for an edition of this kind. It is true that comments both favourable and adverse to Carlyle's opinions and style are quoted; but somehow we are left with the impression that the adverse comments are in the main merely ill-natured. Nor, to our mind, does Mr. Hunter bring out with sufficient clearness that, however careful Carlyle was to get his facts accurate and so to speak at first hand, these facts for the most part appealed to his imagination and his emotions rather than to his reasoning powers; with the result that they produce strikingly vivid scenes and dramatic touches and plentiful denunciation and exhortation, from which we pass with the feeling that certainly things might have been as they are related, but seldom with the conviction that they must have been so. Undoubtedly this method of dealing with facts is exciting and stimulating; but we are convinced that the more they are so dealt with the less is the chance that the treatment of them will have any permanent value. Mr. Hunter seems to us also to miss the comic aspect of Carlyle's marvellous proposal for the reform of our Constitution by allowing the Queen to select her Ministers and secretaries from amongst the wisest men outside Parliament—men ostensibly of no experience in affairs. What a task for her! Carlyle himself as Foreign Minister, or as Prime Minister, would have been a sight to make the angels weep. Nor is it an advantage to Carlyle's fame and permanent influence, as Mr. Hunter appears to think, that he should have left his opinions vague and unformulated; for this must inevitably give the impression that he did not himself always quite know what he wanted. For Carlyle as a prophet and poet of great moral force and splendid imagination we have the utmost respect and gratitude; but it cannot be wise to ignore his defects, or to try to treat them as matters for praise. Mr. Hunter does not quite do either; but he goes very near it now and again. However, it is a fault on the right side for an editor to have a thorough-going belief in his author; and Mr.

Hunter has produced an edition which is a good one of its kind and which gives very clear evidence of his knowledge of the subject.

The Golden Treasury of Songs and Lyrics.—Second Series. Selected and arranged with notes by FRANCIS T. PALGRAVE. (Macmillan.)

Sequels are a proverbially dangerous experiment. Mr. Palgrave's "Golden Treasury" has always seemed to us an ideal anthology, and an aftermath culled from the poetry of the last half-century could hardly fail to seem in comparison scant and partial. Mr. Palgrave frankly acknowledges that the Second Series is not only on a different plane, but on a different plan. He has been forced to abandon the endeavour to give us all the best lyrics of the age, and to be content to make his specimens characteristic of the chosen poet's genius. The total number of poems is something under two hundred; of them 39 are by the three Tennyson brothers, 27 by the two Rossettis, 23 by the two Brownings, 17 by A. O'Shaughnessy, 13 by Matthew Arnold, 12 by W. Barnes, and 10 by Coventry Patmore. We do not need the preface to tell us that Mr. Palgrave has given the rein to his personal likes, that the volume cannot pretend to be in the true sense of the word a Victorian anthology. For Mr. Swinburne's absence he or his publishers are responsible, but no excuse is offered for including Sir Lewis Morris and excluding William Morris, for including the Duke of Argyll and excluding William Watson. A. Domett's "Christmas Hymn" is a faint and far-off echo of the "Ode on the Nativity," very faulty, but not without a charm of its own, but we are convinced that what gained it admission was the interest that attached to Mr. Domett as the original of Browning's "Waring." John Clare touches Mr. Palgrave as a pathetic figure, but, had Clare been an Elizabethan, would he have admitted a poem in which "worm" is made to rhyme to "born"? Can Clare be named in the same day as Emily Brontë, for whom no niche is found! It is easy to pick holes; it would be easy to name a score of poets whose claims seem to us higher than those of several who have found admission; but we can pardon much, nay all, to the editor who has garnered in one sheaf "Thyrsis," "The Blessed Damozel," "Rabbi Ben Ezra," "Hervé Riel," and "The Revenge."

"The University Tutorial Series."—*The Faerie Queene, Book I*. Edited, with Notes and Glossary, by W. K. HILL, M.A. (7 × 4¾ in., pp. xxiii., 212; price 2s. 6d. W. B. Clive.)

The special characteristic of this edition is that there is no surplusage. The introduction is brief and business-like, though, perhaps, here and there a little too brief and bare in its manner of presenting its information. The notes stick carefully to explaining just what they want to explain, and then stop. They do not flower out into any superfluous ornament or extraneous learning. All obsolete and difficult words are relegated to the glossary, which is carefully compiled. It would have been better, perhaps, to give references to every instance in which the particular word is used in Book I. instead of only one in each case; for, by comparing the instances with one another, the student gets a better idea of the true force of the word than in any other way. Still, the edition is mainly intended for those who are preparing for examination, and is certainly very well fitted for its purpose.

"Arnold's British Classics for Schools."—*Macaulay's Lays of Ancient Rome, and other Poems*. Edited by R. L. A. DU PONTET, B.A. (7 × 4½ in., pp. xxii., 171; price 1s. 6d. Edward Arnold.)

This is a very satisfactory edition. The notes are excellently to the point, not too numerous nor too long, while the type in which they are printed is commendably large and clear. Points which have to be dealt with at somewhat greater length than the rest are given capital little appendices to themselves. The introduction is adequate, and, in many respects, good; but we cannot but think it a mistake to set up a normal or pure form for the metre and then to have to confess that Macaulay rarely used it. It is tolerably clear that Macaulay wrote by ear, and did not trouble to scan the lines, except so far as to see that they had the right number of beats in them. Not much good, it seems to us, is to be got from trying to divide the lines into feet, some of which are nearly always truncated. However, this is a small matter. Mr. Du Pontet shows a due amount of delight in his author, and has done his work well.

"Macmillan's English Classics."—(1) *Selections from Wordsworth*. Edited, with Introduction and Notes, by W. T. WEBB, M.A. (6¾ × 4½ in., pp. xlix., 215; price 2s. 6d. Macmillan.) (2) *Bunyan's Pilgrim's Progress in Modern English*. Edited, with Introduction and Notes, by JOHN MORRISON, M.A., B.D. (6¼ × 4½ in., pp. xxvii., 168; price 1s. 9d. Macmillan.)

(1) Mr. Webb has given a satisfactory "general introduction" to his volume of selections, the latter part of which—that dealing with the merits and defects of Wordsworth's poetry—seems to us decidedly good. If we do not always agree with the opinions set forth, we do at least feel that they are worth considering. The selection of poems seems to us excellent—a quality, by the way, shared by that capital little volume of annotated "Selections from Wordsworth," by Mr. Hawes Turner. The notes are interesting and well written; but, as is the case in all the volumes of this scholarly series, they explain more than is necessary, even, we should think, for Indian students. The brief introductions to the several poems are particularly good. We have

observed that in the notes the illustrative quotations are nearly all from Wordsworth himself. This we think a mistake, except where the idea, word, or phrase dealt with is distinctively Wordsworthian. This, however, is our only grumble. Mr. Webb has given us a very satisfactory little book.

(2) It is rather likely to mislead students to find Mr. Morrison's edition of "Pilgrim's Progress" in this series. It is not an edition for students, but a modernized version, with a few notes and a brief introduction, for the use of young people, especially in India. It being for use in India, it seems to us both uncritical and in bad taste to state that the story of Sakyanuni (or Buddha) is an allegory of the same class. The modernizing seems to us to be carried here and there to unnecessary extremes, but otherwise to be well done. The introduction is fairly adequate, and the notes are all that can be needed—short, accurate, and to the point. In the former there are one or two small matters with which we do not quite agree. For instance, the reasons given for the book's popularity, though very well put, are not in every respect the same as we ourselves should give. And we might have something to say on Bunyan's supposed wickedness in early life. But we will refrain, and conclude by expressing the hope that we may some day have added to the series a student's edition of the book, on the same lines as those of the series' other volumes.

Heine's Lieder und Gedichte. Selected and arranged, with Notes and a literary Introduction, by C. A. BUCHHEIM, Ph.D., &c. (Macmillan.)

The centenary of Heine's birth has evoked a whole crop of magazine articles (they filled half a number of *Cosmopolis*) and given us three or four more permanent memorials, of which not the least acceptable is this volume of lyrical selections, which gives in dainty form the best of Heine's muse. Dr. Buchheim is a *Heine-schwärmer*, and in a volume like this there was no need to dwell on the *Schatten-seite*. And yet, it seems to us, we cannot fully appreciate the poems, merely as poems, unless we catch that spirit of mockery which Matthew Arnold, with true critical intuition, pronounced the basis of his genius. According to Dr. Buchheim, Arnold's view of Heine was distorted, as seen through the medium of hostile German critics, and Heine was, what he claimed to be, a true *Ritter von dem heiligen Geist*. It would be just as reasonable to maintain that Heine was a sincere believer in the Athanasian Creed.

The Preceptors' French Course. By ERNEST WEEKLEY.
(W. B. Clive.)

This is a grammar, with accompanying exercises (English-French and French-English), adapted for the standard of the Junior Locals. There is nothing original in the plan, but the execution is distinctly an advance on similar courses, as far as they have come under our notice. Particularly commendable is the treatment of verbs in tabular form. Here a good presentment to the eye is half the battle.

French Whys and Wherefores. Edited by LÉO MILLIET.
(Edinburgh: Pillans & Co.)

We are delighted to see that this useful little magazine has reached its second year of publication. The monthly passage of French prose, with the editor's comments, is most instructive, and queries are answered fully and clearly. The reviews leave something to be desired. The yearly subscription, including postage, is 3s.

Glimpses into Plant-Life: an Easy Guide to the Study of Botany.
By Mrs. BRIGHTWEN. (7¼ × 4¼ in., pp. 351; price 3s. 6d., illustrated. T. Fisher Unwin.)

This is a brightly written little book, well informed, well expressed, and well illustrated. The main topic, kept steadily in view throughout, is the *life* of plants rather than their anatomy; and this is just what should be the case in a book for beginners. For it is a knowledge of the life which makes the anatomy of interest, and not the anatomy which makes us want to know about the life. We have noticed a slight confusion on page 180 in the description given of the pollination of the primrose. If the insect is to get its *head* dusted with pollen it should visit a flower with a *short* pistil first. In the case described it would get the pollen on or near the end of its proboscis, not on its head. We notice, too, that *coco-nut* is invariably misspelt *cocoo-nut*—though, of course, the tree which gives us our "grateful and comforting" breakfast drink is not really confused with the coco-palm. The misspelling, however, might confuse a beginner. For the rest, the subject-matter is well plotted out and arranged, and the illustrations are very satisfactory. On the whole this "easy guide" is excellently suited for those who are beginning to take a general interest in plants, and who wish to make that interest broader and more intelligent. The greater portion of it first appeared in serial form in the pages of *The Girls' Own Paper*.

The Jubilee Book of Cricket. By PRINCE RANJITSINGHI. (Blackwood.)
A splendid book for boys, dealing thoroughly with every detail of cricket and the cricket-field; ranging from the history of the game to minute directions for every point of batting and fielding. It will prove especially useful to young cricketers at public schools. There is additional interest for members of the sixteen great schools mentioned, and for old Oxford and Cambridge men, to whom chapters vii. and viii. are devoted. The illustrations are prints from photographs, showing the points to be copied from first-class players. It is not a book to read straight through, but rather a *vade mecum* for reference.

We have received from Messrs. Macmillan *Northanger Abbey* and *Persuasion*, by JANE AUSTEN, illustrated by Hugh Thomson, whose style lends itself particularly well to Miss Austen's heroines and heroines. Every suggestion of humour or absurdity is caught and fixed, and Mr. Thomson has been especially happy in his presentment of the pretty delicate features and figure of Anne Elliot.

ANOTHER EXPERIMENT IN LATIN VERSE.

RECESSIONAL.

God of our fathers, known of old,
Lord of the far-flung battle line,
Beneath whose awful hand we hold
Dominion over palm and pine—
Lord God of hosts, be with us yet,
Lest we forget! lest we forget!
The tumult and the shouting dies,
The captains and the kings depart;
Still stands Thine ancient sacrifice,
An humble and a contrite heart.
Lord God of hosts, be with us yet,
Lest we forget! lest we forget!
Far-called our navies melt away;
On dune and headland sinks the fire;
Lo! all our pomp of yesterday
Is one with Nineveh and Tyre.
Judge of the nations, spare us yet,
Lest we forget! lest we forget!
If drunk with sight of power we loose
Wild tongues that have not Thee in awe,
Such boasting as the Gentiles use,
Or lesser breeds without the law—
Lord God of hosts, be with us yet,
Lest we forget! lest we forget!
For heathen heart that puts her trust
In reeking tube and iron shard—
All valiant dust that builds on dust,
And guarding calls not Thee to guard;
For frantic boast and foolish word—
Thy mercy on Thy people, Lord.

RUDYARD KIPLING.

SUPPLICATIO.

Armipotens, acies campo qui fundis aperto,
Jamdudum patribus cognite rite Deus,
Auspice te victrix mundum regit Anglia utrumque,
Pinus ubi horrescit, palma ubi laeta viret;
O faveas, hodie numen praesentius adsis,
Ne cadat ex animis, pro pudor, illa fides.
Acta est festa dies, strepitus plaususque faventum
Conticuit, redeunt dux proceresque domum.
Transit pompa, manet tamen aeternumque manebit
Laus tua; supplicibus tu modo parce tuis.
O faveas, hodie numen praesentius adsis,
Ne cadat ex animis intemerata fides.
Evolat huc illuc diversa per aequora classis,
In cineres lapsa est taeda corusca jugis.
Gloria ubi est quae fulsit heri? jacet obruta eodem
Quo Ninos et Sidon deperiere rogo.
Parce tamen scelorum vindex, O parce parumper,
Ne pereat memori corde reposta fides.
Quod si se nimio jactaverit Anglia fastu,
Immodicaque audax ambitione tumet,
Barbarici quo more solent se efferre tyranni,
Aut nomades vivunt qui sine lege Getae,
Ignoscas tamen et numen praesentius adsis,
Ne fluat immemori pectore lapsa fides.
Si struimus telorum armamentaria, fisi
Artibus humanis immemoresque tui,
Si terrae domini terram molimur, et ausa
Auspicious nullis credimus esse rata,
Ne, Pater, obfuerit vesana superbia linguac;
Parce, precor, suboli da veniamque tuae.

F. S.

CALENDAR FOR FEBRUARY.

[Items for this Calendar should be sent in before the 24th of the month.]

- 1.—Passmore Edwards Settlement, Tavistock Place, W.C., 7 p.m. Continuation of Lectures on "Elementary Ethics," by W. H. Fairbrother.
- 1, 8, 15, 22.—Royal Institution, 3 p.m. Course of Lectures on "The Simplest Living Things," by Professor E. Ray Lankester.
- 3.—University College, Gower Street, 4 p.m. Ten Lectures (commenced January 27) on "The History, Civilization, and Religion of the Ancient Hindus," by K. C. Dutt, Esq., C.I.E. Passmore Edwards Settlement, Tavistock Place, W.C., 8 p.m. Continuation of Lectures on "Institutions as Ethical Ideas," by B. Bosanquet.
- 4.—Royal Institution of Great Britain, Albemarle Street, 9 p.m. Lecture on "Some New Studies in Cathode and Röntgen Radiations," by A. A. C. Swinton, Esq., M.R.I.
- 7.—University College, Gower Street, 4 p.m. Lectures on "Greek Antiquities," by Professor E. A. Gardner, M.A. (First Lecture, January 31.) At 29 Dover Street, W. (Sesame Club). Lecture on "Vanity, Vulgarity, and Sentimentality," by Mr. Birrell, Q.C., M.P.
- 8.—Bedford College, York Place, W., 8.30 p.m. Lecture on "Writers and Readers," by Professor W. Hall Griffin. St. Jude's Parish Room, South Kensington. Lecture on "History Costumes," with Lantern Illustrations, by Miss A. J. Cooper. (Teachers' Guild.)
- 9, 10, 16, 17, 23, 24.—University College, 3 p.m. Twelve Lectures on "Dante's Purgatorio," beginning with Canto VIII., by the Rev. E. Moore, D.D.
- 10, 17, 24.—Royal Institution, 3 p.m. Lectures on "Some Italian Pictures at the National Gallery," by Dr. J. P. Richter.
- 11.—University College, Gower Street, W.C., 8.30 p.m. Lecture on "Le Duc d'Aumale et l'Institut," by Professor H. Lallemand, B. ès L., B. ès Sc. (Free.) Royal Institution, 9 p.m. Lecture on "The Metals used by the Great Nations of Antiquity," by Dr. J. H. Gladstone.
- 12, 19, 26.—Royal Institution, 3 p.m. Lectures on "The Structure of Instrumental Music," by W. H. Hadow.
- 14.—At 29 Dover Street, W. (Sesame Club). Lecture on "A Proposal to Establish a School of English Literature and Composition," by Sir Walter Besant.
- 15.—Post Translations for Competition. King's College, Strand, W.C., 8.15 p.m. Lecture on "Cornwall," with Lantern Illustrations by Dr. Curnow.
- 16.—Passmore Edwards Settlement, Tavistock Place, W.C., 4.30 p.m. First of Six Lectures on "The English Utilitarians," by Leslie Stephen.
- 18.—Royal Institution, 9 p.m. Lecture on "A Yorkshire Moor," by Professor L. C. Miall.
- 12 Upper Phillimore Gardens, Campden Hill, 3.30 p.m. Parents' National Education Union. Lecture on "The Art of Breathing, with reference to Voice Production," &c., by Miss Metzke.
- 21.—At 29 Dover Street, W. (Sesame Club). Lecture on "Should People Recite?" by Mrs. Henry Norman.
- 22.—Post all School News, &c., and all Advertisements for March issue.
- 23.—University College, London, 6 p.m. Annual General Meeting of the Members of the College, to be followed by a Dinner (Chairman, the Rt. Hon. Lord Reay, President of the College).
- 24.—(First Post.) Latest time for receiving urgent Teachers' Advertisements (prepaid) for March.
- 25.—University College, Gower Street, 8.30 p.m. Lecture on "Meilhac et Halévy," by Professor Lallemand. (Free.) Royal Institution, 9 p.m. Lecture on "The Scientific Principles of Modern Colour Photography," by Capt. Abney.
- 28.—At 29 Dover Street, W. (Sesame Club). Lecture on "The Celtic Movement in Literature," by Mr. W. B. Yeats.

The March issue ready on Monday, February 28.

UNIVERSITIES AND SCHOOLS.

CAMBRIDGE.

THE term has so far proceeded without incident of a notable kind. However, a memorial to the Council of the Senate, asking for an opportunity of discussing the abolition of the "Additional Subjects" in the Previous Examination, promises to furnish some excitement by-and-by. The resignation of the newly-elected President of the Union, about whose return so much pother was raised last term, throws that redoubtable society into a fresh state of agitation. And another undergraduate journal, the *Cantab*, seeks to win our suffrages by

claiming to combine the staidness of the *Review* with the sprightliness of the *Granta*.

The Teachers' Training Syndicate publish a list of successful candidates for certificates of proficiency in the Theory, History, and Practice of Education, containing the names of two men and forty women. One of the men is a student of the Day Training College.

The Secondary Training scheme has been started with three students, two of whom have already taken Honours degrees.

The essay prize competitions seem to offer little attraction for able men, no awards being made this year for either the Hulsean Prize or the Burney Prize. For next year the Burney electors have selected a more popular subject than usual, namely, "Tennyson as a Religious Teacher."

Mr. W. Ridgeway has been re-elected Disney Professor of Archaeology. Mr. Osbert Salvin, F.R.S., and the Rev. Alfred Ainger, Master of the Temple, have been elected to Honorary Fellowships at Trinity Hall. Honorary degrees have been conferred on Dr. H. A. Giles, Professor of Chinese, and Dr. W. H. R. Rivers, University Lecturer in Experimental Psychology. Mr. A. C. Headlam, Birkbeck Lecturer, is giving a course on "The Credibility of Early Church History." Mr. Hall, Lecturer on Palaeography, is lecturing on "Latin, French, and English Records" (thirteenth to fifteenth centuries); Mr. Courthope Bowen on the "History of Education in England"; Sir Ernest Clarke, Gilby Lecturer, on "Agriculture in the Sixteenth and Seventeenth Centuries"; and Mr. Montagu Barlow, at Ridley Hall, on "The English Clergyman and English Law." Mr. N. C. M. Home and Mr. H. H. Joy have gained Law Studentships at Trinity Hall. Mr. R. C. Maclaurin, Smith's prizeman, and J. E. R. de Villiers, Chancellor's Medallist, have been elected to Macmahon Law Studentships of £150 a year, for four years, at St. John's College; and Mr. G. W. Harding, First Class Moral Sciences Tripos, 1897, to a Naden Divinity Studentship at the same college. Mr. Biffen and Mr. Kempson, of Caius, have been appointed Demonstrators in Botany and Anatomy respectively; and Mr. H. W. Pearson, of Christ's, Assistant Curator of the Herbarium.

LONDON.

THE London University question, like the poor, we have always with us. There are signs, however, that this may not be always so. Several events, of more or less importance (mostly less, perhaps) have recently taken place which may be considered by optimists to tend in this direction. Thus, not to speak of comparatively ancient history, such as the meeting of delegates summoned by the Senate of the University on December 14, and which passed a nearly unanimous approval of the late Bill, and the conference of delegates from the women's colleges, which came to a similar conclusion, I have to report that we have had another vote in Convocation, and a deputation this very day (January 24) to the Government.

Your readers may or may not remember that on May 12, 1896, a Special Committee of thirteen members was appointed by Convocation practically to decide on any amendments they might deem necessary to any Bill appointing a Statutory Commission. This Committee, having had since last June to decide as to the points in which the late Bill needed such revision, reported that, "owing to a technical difficulty and the shortness of time before the withdrawal of the Bill, this was found to be impossible." Will it be credited that a motion expressing regret at this inaction found no seconder? The Committee, however, although technically dead, having reported, and although the Bill also was technically non-existent, recommended the House to approve the scheme embodied in the late lamented, and also, in effect, to re-elect themselves, in order that they might use the same sleepless energy in "carefully watching the progress and developments of the new Bill." These motions were voted, the first, in approval of the "compromise" embodied in the Bill of 1897, by the imposing majority of seventy-six, as against forty-two votes in favour of an amendment to postpone legislation until the individual opinions of all the four thousand members had been taken.

This motion was moved and seconded by two eminent Q.C.'s—Mr. Littler and Mr. J. Fletcher Moulton. The motion was identical with that moved by Dr. Napier in January, 1896, and he naturally found himself in a "tight place" in attempting to explain why he could not now support such a motion—in fact he had to disown his offspring. Dr. J. B. Benson gave a temperate and elaborate apology for his changed attitude in now joining with the advocates of the Cowper scheme, and sought to show, though without enthusiasm, how the "compromise" met, with as little loss as might be, the essential demands of both parties. His speech appears in full in the *Times* of January 24 as a letter. Its only fault, perhaps, is that he fails to show any real guarantee for the permanence or reality of the securities supposed to be conceded. These points were indicated in the *Journal* of August last, and have been brought out in a letter to the *Standard* of January 20, which has hitherto been unanswered. That journal had a leading article expressing the opinion that the meeting would not improve the prospects of a "teaching University" in London, and that there was fairness in the contention that seventy-six votes could hardly bind four thousand, and, moreover, that the fighting spirit displayed might very possibly suffice to again defeat the Bill.

Mr. Moulton had a long letter in the same journal on the 24th, and also in the *Times*, in which he took up the more moderate position that all opposition should cease if the same examinations were conceded for all students and conducted by independent examiners. As the opposite of this is the *sine qua non* of the London colleges, as Dr. Benson reminds us, the really persuasive eloquence and studied moderation of his long letter are hardly likely to lead to an understanding. Whether he will devote his acute mind and undoubted influence toward securing the concessions of the "compromise" remains to be seen.

I now send you a few notes on the deputation to the Duke of Devonshire this afternoon (January 24). Sir H. Roscoe (Vice-Chancellor) said the Senate and the other bodies represented were anxious for the reintroduction of the Bill of last session, and that among gentlemen not present, who had signified approval of this object, were Professors Jebb, Bryce, Ramsay, and Sedgwick, and Lord Lister. Professor M. Foster, Sir S. Wilks, Dr. Fred Taylor, Lord Reay, and Principal Rendall all blessed the scheme, as did also Mr. Warren, President of Magdalen. Dr. Crosby and Mr. Sidney Webb, to whom we owe the provisions for including among University teachers those of any recognized institution within a radius of thirty miles of the University, spoke with very great favour of the project. Mr. Ralph Palmer urged the sympathy of the City Companies, and Sir Wolfe Barry of the Civil Engineers.

The Duke said that the assistance rendered him by the deputation in coming was very great, through the support it would give him in urging on his colleagues the importance attached to the question by the teaching institutions, and the necessity of appropriating such moderate amount of Parliamentary time as might be required in removing opposition. The delay had had the compensating advantage of bringing about a compromise that had removed almost the whole of the serious opposition to the Bill. The Duke then paid a generous tribute to those graduates who had sought to defend the character and reputation of the University, and who undertook the defence of the interests of external students, of independent teaching, and the rights of Convocation. He was glad to believe that there was nothing in the constitution now proposed which ought to incapacitate the University from continuing that work. So far had the process of conciliation been carried out that it was likely to be urged on him that procedure might now be made by Charter without requiring the appointment of a Statutory Commission, and the Senate might itself frame such a Charter. If this were considered impracticable by those present, his hands would be strengthened in meeting any such suggestion. His Grace then practically invited Sir H. Roscoe to say that a Statutory Commission was necessary. This the Vice-Chancellor, Mr. Anstie, Sir J. Fitch, and Mr. Haldane declared to be imperative, and after thanking his Grace the deputation withdrew.

This pronouncement in favour of procedure by Charter is, doubtless, largely due to the jealous care of the Member for the University for the constitutional rights of his constituents. On January 15, Sir John Lubbock made a somewhat notable speech at the Working Men's College, Bloomsbury, in which he expressed the opinion that the Cowper scheme, though it would give the schools more power over the examinations, would not create any more facilities for teaching than at present, and would be no more a teaching University than the present one. He also pointed out the small proportion of candidates sent by the London colleges, and went on to say that his constituents asked that they should have the opportunity of considering the proposed Charter (assuming that method of procedure), and that he was confident any well-considered scheme would receive their hearty support.

I will now only say, in conclusion, that, as a graduate who for years has urged a settlement of this question by conciliation, which has, to a considerable extent, been now done, I hope that the further steps essential to the consolidation of the securities intended by the "compromise" will shortly be taken, so that all London *alumni* may join in creating a "Great University for London."

UNIVERSITY COLLEGE, LONDON.

THE Winter Term has not been an uneventful one. At the opening of the session in the Faculties of Arts and Laws, and of Science, the Dean of the Faculty of Science referred to the very favourable report of the College issued by the Commissioners appointed by the Treasury. The most significant sentence in it is—"Indeed, in no college has the advancement of knowledge for its own sake, as the ideal of University work, been more distinctly kept in view." The outcome of this report is that the annual Government grant has been increased from £1,700 to the maximum of £3,000.

The College has recently received the following trust funds:—(a) The Pender Memorial Fund, to commemorate the late Sir John Pender, is to serve as an endowment to the Chair and Laboratory of Electrical Engineering, which will be known henceforth as the Pender Professorship and the Pender Laboratory. (b) The Chadwick Trust fund, left by Sir Edwin Chadwick, the eminent sanitarian, is to endow a new Chair of Municipal Engineering, the first occupant of which, Osbert Chadwick, C.M.G., has just been appointed by the Council. The Chadwick Trustees are also making valuable grants to the Chairs of Engineering and Hygiene.

The Chair of German, vacant by the death of Professor Althaus, has

not yet been filled; Mr. F. de Baudiss has been appointed Lecturer for the present session. Messrs. J. Romilly Allen and A. L. Bowley have been appointed, respectively, Yates Lecturer in Archaeology and Newmarch Lecturer in Economics. The Quain Chair of Physics will become vacant at the end of the session, owing to the resignation of Professor Carey Foster, who has held the post since 1867, and has been very instrumental in developing the laboratories to their present efficient state.

In the Calendar for the session 1897-98, just issued, there is a list of the original papers and other publications from the scientific departments of the College; the list fills eighteen pages, and gives a striking testimony to the activity of the College laboratories.

The new Psychological Laboratory has been opened, but Professor Sully's illness has prevented the completion of the arrangements. Dr. W. H. R. Rivers has been appointed Professor Sully's assistant in the new laboratory.

At the opening of the Faculty of Medicine the Dean stated that the new Hospital, to be built at the expense of Sir Blundell Maple, had been begun, and that, as the new building will occupy a site twice as large as that of the present one, no interruption in the work of the Medical School or of the Hospital will be caused. It is to be hoped that the public will see to it that an adequate maintenance fund may be supplied for the new Hospital, both on the score of the work of charity done by it, and because the work of the Medical School is closely dependent on it. Mr. Percy Flemming has been appointed assistant ophthalmic surgeon, and Mr. H. Batty Shaw demonstrator in anatomy.

The whole of the Anatomical Department has been fitted with electric light, so that now nearly the whole of the College buildings have been so lighted. The Slade School of Fine Art is as full as ever, and is doing excellent work. The various students' societies have shown great activity.

The Students' Union presented a very satisfactory balance-sheet and an excellent report of last year's work, which included the institution of Foundation Week, and the acquisition of an athletic ground at Acton. The football clubs have been using the ground this term, and have much improved in form owing to the regular practices. The cricket and tennis pitches have just been laid, and the committee hope to be able to at once begin the erection of the pavilion, the cost of which is being subscribed by members of the College Corporation, and by past and present students. The annual Union Christmas Concert was held on Tuesday, December 14; the Botanical Theatre was crowded with an appreciative audience. Of the non-athletic institutions of the Union, the Debating and Literary Societies have shown great activity. The Union dance will be held at the King's Hall on January 31. The Medical Society, and the Chemical and Physical Society, have held very successful annual meetings. The women students have formed a Women's Union, which, like the men's, is to have an athletic side.

At the October and November B.A. Examination of the University of London, eight students were successful. Miss Isabel Jenkins has obtained Second Class Honours in English. At B.Sc. thirteen students were successful. Mr. S. Smiles has obtained the University Scholarship in Chemistry, and Mr. C. F. Günther Third Class Honours in the same subject. Miss Agnes Kelly has obtained the University Scholarship in Zoology. Mr. J. H. Howell, B.A., has obtained First Class Honours in Experimental Physics, and Messrs. R. E. Ellis and J. L. Capes Second and Third Class Honours respectively in the same subject. Mr. H. S. Jevons has obtained Second Class Honours in Geology and Physical Geography. At M.B. twelve students were successful. Mr. Montague Dixon, B.Sc., has obtained the Gold Medal in Medicine, and Messrs. C. Dykes and F. H. Thiele, B.Sc., Third Class Honours in the same subject. Mr. Dixon has obtained the University Scholarship and Gold Medal in Forensic Medicine, also Second Class Honours in Obstetric Medicine, and Mr. Thiele Third Class Honours in Forensic Medicine. At B.Sc. six students were successful, Mr. J. D. Russell obtaining Second Class Honours. Mr. J. H. Cook has obtained the degree of M.S. At M.D. thirteen students were successful, M. J. R. W. Bucknall was Gold Medallist.

Entrance Scholarships.—Three Andrews Entrance Scholarships, of £30 each, will be awarded, irrespective of sex, upon an examination beginning on May 10, viz., one for classics; one for any two of the following subjects, mathematics, physics, chemistry; one for two languages and a science, to be chosen from the following, (a) English, French, German, Italian; (b) physics, chemistry, elementary physiology, botany. Candidates must not be more than 19 years of age on October 1, 1898, and must send in their entry forms on or before April 30, addressed to the Secretary. Andrews and other scholarships are open to students of one or more years' standing. **Public Lectures.**—Full details of these will be found in the Calendar.

SCOTLAND.

Aberdeen Town Council has not quite risen to the height of the argument proposed to it by the University; but it has agreed to give another £5,000 to the University Extension Scheme, on condition that the rest of the £30,000 necessary is raised; the sum suggested by the University was £10,000. Meantime the University is making vigorous efforts to help itself. On the one hand, it is economizing in the matter of prizes and the salaries of assistants and examiners; the immortal utterance of Micawber, the distinguished political economist,

"that bliss rewards an expenditure of nineteen nineteen six out of an annual income of twenty pounds," has evidently carried weight. On the other hand, the Aberdeen University Endowment Association has issued a powerful statement in behalf of its movement to develop the teaching resources of the University. The wants of the University may be arranged summarily as follows: (1) Additional library, laboratory, and museum accommodation, and funds for the administration thereof, and for the purchase of books, specimens, and apparatus; (2) A botanic garden, and funds for its maintenance; (3) Residential halls for male and for female students; (4) Four new chairs, viz., History and Archaeology, Education, Zoology or Geology, Conveyancing; (5) Twenty-four Lectureships; (6) The foundation of bursaries in the Faculty of Science, of additional bursaries in the Faculties of Law and Medicine, and of additional scholarships in all the Faculties.

Of these wants those represented as most urgent are the History Chair, the Botanic Garden, the expansion of the Library, and a Lectureship in German. Of these, again, the most pressing is the first, since without such a chair or lectureship the degree of M.A. with Honours in English cannot be taken under the existing ordinances. Edinburgh and Glasgow have each a Professor of History; St. Andrews has a Lecturer on the subject. For this purpose £5,000 is already available from the Bennett Trust if a chair (not a lectureship) is established. £5,000 additional must therefore be raised. Some £4,000 would provide and maintain a Botanic Garden.

The concentration of all the classes at Marischal College, in the New Town of Aberdeen, seems to be regarded as an ultimate necessity. In such an event the fine old building of King's College would be available, it is suggested, as a place of residence for professors and bursars.

Professor Johnston is waging another war. A local lawyer is anxious to be paid for sundry sage advices in connexion with the famous case, but the Professor maintains that all letters and conversation were of a friendly, not a business, nature. He records in his diary certain "pleasant interviews" with the legal gentleman, but he scouts the idea of their costing him ten shillings apiece. Meantime the Professor turns up with unflinching regularity to deliver his lectures. Nobody attends, but he reckons not.

The usual statistics have been published with regard to Edinburgh University. Most of the matters referred to have already been treated in these columns. The following figures, however, may be given:—During the past year the total number of matriculated students (including 206 women) was 2,813. Of this number, 777 (including 191 women) were enrolled in the Faculty of Arts, 153 (including 4 women) in the Faculty of Science, 60 in the Faculty of Divinity, 390 in the Faculty of Law, 1,423 (including 6 women) in the Faculty of Medicine, and 10 (including 5 women) in the Faculty of Music. Of the students of Medicine, 603, or over 42 per cent., belonged to Scotland; 405, or about 28½ per cent., were from England and Wales, 90 from Ireland, 72 from India; 215, or over 15 per cent., from British Colonies; and 38 from foreign countries. Besides these matriculated students, 88 non-matriculated students have paid the 5s. entrance fee, 43 of whom were women, chiefly attending Music classes. The number of women attending extra-academical lectures, with a view to graduation in Medicine in the University, was 74.

We understand that Professor Wenley, of Michigan, is a candidate for the Chair of Moral Philosophy in Edinburgh University.

The Senate of Glasgow University, with the sanction of the University Court, have again arranged a series of lectures, open to the public, without fee, to be given in the University. The lectures take place on Monday evenings from 5 to 6 p.m. Whenever possible, they are given in the lecturer's own lecture-room, so that he is able to use his own apparatus or illustrations. Ladies are admitted to the lectures.

The Inter-University Conference of the Students' Representative Councils of Scotland was held this session in Glasgow. A conversation and dance in the University Buildings marked the occasion in quite a pleasing way.

The interim interdict in favour of Professor Lawson, of St. Andrews, has now been made perpetual, which means, we presume, that his claim to hold the Chair has been declared sound. The Privy Council of course, may yet interfere in this and other matters in St. Andrews University, where, in the meantime, a bitter partizan strife is being carried on.

Scotland has some reason to be satisfied with the last list of honours. Dr. Batty Tuke and Dr. Struthers, of Edinburgh, and Professor Gairdner, of Glasgow, thoroughly deserve the distinctions conferred upon them, and their recognition has gratified us all.

The centre in Scotland for the recent Matriculation Examination of London University was the Glasgow Established Church Training College. The number of candidates present was twenty-four, of whom two were women.

Considerable interest was excited by the correspondence between the Education Department and the Educational Institute on the subject of the dismissal of teachers. It will be remembered that in January, 1897, Lord Balfour asked the Institute to submit a statement of cases. On October 21 the Institute submitted a list of twenty-one cases that had occurred during the period 1886-1897, and asked that these should be regarded only as specimen ones, on the

ground of the unwillingness of many teachers to have public notice specially brought to bear upon themselves. The Department's reply was conceived in a fighting tone. Five cases were at once struck off the list; three on the ground that the teachers concerned were only assistants—a portion of the reply that has given deep offence to the assistants throughout the country. In ten of the remaining cases Lord Balfour considered the dismissal justifiable, and with regard to the six left "his Lordship admits there is *prima facie* reason to think that the grounds of dismissal were not altogether adequate, but on the information available it would not be safe to go further or to say that in none of them reasons did exist which would have negatived the view that the action of the respective School Boards was groundless or capricious."

The conclusion Lord Balfour comes to is that "he does not feel that the evidence now before him would justify him in proposing to Parliament that the powers of School Boards should be restricted by legislation." The Educational Institute made a belated but spirited reply to Lord Balfour. Public opinion, however, as represented by the leading newspapers, is dead against the Institute, which is considered to have presented a very weak case. That there are real grievances: undoubted; that they admit of convincing statement is not so clear. In these circumstances, the Institute should do its utmost to secure the extension of School Board areas *on grounds of public policy*. Such extension would provide all reasonable security of tenure.

The Institute Commission on Higher Education continues to collect evidence. Some of the secondary schoolmen are scornful and antagonistic, but others freely offer information, and there is no reason to doubt that the Commission will be able to draw up a valuable report. The lines of the investigation were laid down with considerable skill, and the good effects of this preliminary work have been felt throughout the course of the proceedings.

The Scottish Assistant Teachers' Association continues its agitation in favour of a more satisfactory scheme of salaries. The following is a specimen of the demands made by the assistants; it is the scheme approved by the Glasgow district of the Association:—Assistant-mistresses should rise from £60 to £120 by £5 annually; assistant-masters should rise from £80 to £150 by £5 annually; infant mistresses should rise from £100 to £150 by £5 annually; third masters should rise from £150 to £200 by £10 annually; second masters should rise from £150 to £250 by £10 annually. In this connexion it may be mentioned that the supply of male teachers is increasing.

Sir Robert Pullar has increased to £6,000 his subscription towards the cost of the recent extensions and equipment of Sharp's Institution, Perth, which is being adapted to meet the increasing demands of science and art.

In the Aberdeen School Board the rival parties have buried the hatchet and smoked the pipe of peace, and vowed to co-operate harmoniously in conducting public business. At the last monthly meeting of the Glasgow School Board one or two interesting statements were made. While the number of scholars has increased, the average attendance has not increased correspondingly. Epidemics, no doubt, count for something, but the fact has to be faced that large classes of the community do not place a high value on the benefits of education. Attention was drawn to the complaints about the unmannerly conduct of young Glasgow, and the Board was assured that in school and playground no fault could be found with the children's conduct. The fault lies in the laxity of parental discipline; the result is rudeness, disrespect, and insolence on the part of children. In Glasgow, as elsewhere, children are in haste to leave school and get to work. Thousands of children pass the fifth standard at eleven years or earlier, and, as the Factory Act forbids the regular employment of children under thirteen, there is plenty of time for much to be forgotten. Either the sixth standard must be made compulsory, or else an age limit must be fixed. At present, the desire of children and parents seems limited to the educational minimum; of 99,000 children on the rolls of the different schools within the Glasgow School Board area, only 2,875 are receiving secondary education. At the annual meeting of the Association for Aiding School Boards in the Inspection of Religious Instruction, Lord Balfour was frank enough to draw attention to the denominational character of the religious instruction given in Scottish public schools. "We cannot teach Christianity—the most elementary doctrines of Christianity—in any way without dogma." The logical inference will not satisfy everybody.

The death of Mr. McLaren, the parish minister of Larbert, removes one deeply interested in education. He was president of the Educational Institute in 1887.

The Educational Congress, at Stirling, on Tuesday and Wednesday, January 4 and 5, was well attended, and caused quite a stir in the ancient city. The municipal authorities and others in the locality did all they could to make things pleasant for those attending the Congress, and the various social functions were highly successful. The President's address was partly historical and partly critical; after glancing at educational progress since 1872, Dr. Campbell asked for greater simplicity of control, and better conditions of employment for teachers, longer and more regular attendance at school, and more money and better organization for secondary education. Professor Wallace, Edinburgh University, urged the claims of agriculture to adequate

support. Its importance entitles it to great attention, but technical work must not be allowed to monopolise the educational field. Sir Henry Craik may be trusted to stand by liberal culture. Mr. McCallom read a paper on large schools and assistants, but failed to persuade the meeting to condemn the method of organizing such schools. The Congress disapproved of excessively large schools (as goes without saying), but would not commit itself to the departmental system. The presentation of the Institute Diploma to Sir Henry Campbell-Bannerman elicited a speech on our national shortcomings in pushing our goods abroad, and on our need to learn the virtue of adaptability.

The examination system was considered by the Congress, but nothing new was said on the subject; nor was there novelty in the demand for the establishment in each district of one educational authority. We question whether this particular uniformity is favoured in high places.

In his paper on the training of teachers, Dr. Ross produced some startling figures. From 1885 to 1896 the number of certificated male teachers has risen from 3,300 to 4,100, an increase of nearly 22 per cent.; while the proportion of trained men has increased only $3\frac{1}{2}$ per cent. The number of certificated women has risen from 2,900 to 5,347, an increase of nearly 80 per cent., while the proportion of trained women has decreased more than 5 per cent. In 1879 four-fifths of the female teachers in Scotland were trained; now fully one-third are not trained. In 1885 the proportion of trained teachers of both sexes was over 73 per cent.; it is now barely 71 per cent. The untrained female teacher is supplanting the trained one, and the female teacher is supplanting the male one. The approaches to the training colleges are now five instead of one; pupil teachers are being turned out in numbers far beyond the capacity of the training colleges, and the Department is doing nothing to meet the difficulties of the situation. Such are the chief points in a paper that will, no doubt, form the basis of action by the Institute.

Mr. Todd (Stirling) initiated an interesting discussion on child study. Professor Lodge, of Glasgow, advocated the claims of history to a place in schools. A paper was read on behalf of Dr. Munro on health conditions in schools; and Mr. Lowson (Stirling) discussed the place of mathematics in schools.

Resolutions on capricious dismissal and superannuation, and votes of thanks, closed the Congress.

IRELAND.

The public meeting of the Catholic laity in favour of the establishment of a Catholic University took place in the Mansion House, Dublin, on January 11. The Round Room was filled, and the principal speakers were The O'Connor Don, Viscount Powerscourt, Mr. Dillon, M.P., Mr. Harrington, M.P., Mr. J. Clancy, M.P., and Lord Emly, while letters were read from many eminent men, including an admirable one from Mr. Lecky. With the exception of a small Orange section, who maintain that Irish Roman Catholics have everything they can really want, because they have everything that Protestants have, the general feeling in Ireland is that, if the large majority of *educated* Catholics desire a University conducted on Catholic lines, they should have it. There is no possible justification in withholding it. Once admit the rule: "You must have what *we* think is best for you, not what you want and ask for," and there is an end, not only of democratic, but even of constitutional, principles, as they are understood in English-speaking countries.

A doubt has existed up to the present, as to whether the laity did desire a Catholic University, as until now they have taken no active part in trying to obtain it. The meeting last month is important from the number of delegates from all parts of the country who attended, and because it was accompanied by public meetings all over Ireland, and resolutions passed by numerous boards and corporations, in support of the same object. There can be no doubt of the fact of a widespread demand now, so far as public action goes. We must, of course, remember that the large mass of the laity thus taking action are not educated men, and know little or nothing of what kind of education they are asking for, and how different and inferior it is compared to that which they are rejecting. Educated and thoughtful Catholics form a very small class in Ireland, and, from the power exercised by the Church, are undoubtedly afraid to speak out. In private society an absolute dread of the new University is commonly expressed by this class, since they know that when it is established it will be almost impossible not to resort to it. But such private utterances have rightly not the slightest weight with any Government. Those who are afraid to speak must accept the consequences of the silence that gives consent.

No particulars as to the constitution of the new University were naturally gone into at the meeting. Whatever proportion of laymen, however, take part in the governing body, it will not alter the inevitable tone of Catholic teaching. No book in any literature, however valuable as literature, will be allowed which is thought dangerous to faith and morals; established scientific truths will no doubt be taught, but they will be specially interpreted; the philosophy taught will be the scholastic, with the unobjectionable parts of Greek philosophy, and second-hand accounts of the modern thinkers; while the constant surveillance of the students, which gives a peculiar tone to Catholic collegiate life, will be maintained.

If those who are asking for this kind of University think it will turn out men of the stamp that wholly dissimilar Universities produce—with the one difference, that their religious beliefs have been preserved—they are mistaken. But this they must find out for themselves. The Government is bound to grant what has been asked for by the majority of Irish Catholics. Whether it will be possible to do so this session remains to be seen.

It is expected that the Royal University will be abolished, the Queen's Colleges of Cork and Galway being affiliated to the new Catholic University; and Queen's College, Belfast, either affiliated to Trinity College, or raised to the rank of a Presbyterian University. It is certain that the new Catholic University will be open to women, but this will be of no use to Protestant women, who, unless Trinity opens her teaching and degrees to them, will apparently be left without any University, after having one for nineteen years. It is improbable, however, that, under such circumstances, Trinity would continue to refuse to help women's education, or that Mr. Balfour would not make provision for it in his scheme.

University College, St. Stephen's Green, the Catholic College of the Royal University, has up to the present refused to admit women. It has now opened its medical school to them, which is a great advantage, as it contains a large proportion of the examiners in the very difficult medical courses of the Royal University. It is said that the teaching for the Arts courses would also now be opened to ladies applying for it.

The recently formed Assistant-Masters' Association held a Conference in January in Dublin. The Association already numbers over two hundred members. At the Conference several distinguished men spoke, including Professor Fitzgerald and Dr. Purser, Fellows of Trinity, Mr. Preston, F.R.U., and Professor Johnston, of the Royal College of Science. Many subjects of interest were discussed, and some valuable suggestions for the improvement of the Intermediate system, and for making the scientific and practical side of education more dominant, were brought forward.

The Association is working actively to have the Bill for the Registration of Teachers extended to Ireland, and has already applied to the Irish members for their support. Whether the fact that Catholic teaching is so much in the hands of religious orders will make a difficulty remains to be seen. The extension of the Bill to Ireland would necessitate the educational equipment and registration of Jesuits, and Christian Brothers, and the Dominican and Loretto nuns. This would be a great good to education, but it is possible they themselves may object to it.

The question of the new rules for pensions is being much agitated among National school teachers at present. By these rules the premiums paid by the teachers are largely raised, and this is said to be necessary because the fund is deeply in debt. At a meeting held in Dublin recently, the following account of the matter was given:—"According to the Act of 1879, the Church Temporalities Commissioners handed over £1,000,000 sterling to the fund, and with this the authorities purchased £1,300,000 Three per Cent. Consols, the income from which was £39,000 a year; the teachers contributed one-fourth of the annual expenditure, making a total income at the disposal of the fund of about £49,000. The yearly surplus invested in Government Stock, capitalized, amounted at the end of 1896 to £406,527. 12s. 3d., the original capital being increased accordingly. The report of the Commissioners stated that the total income of the fund for the year 1896 was £61,093. 2s. 10d. and the expenditure £46,007, showing a surplus of nearly £16,000. From these figures it was impossible to conceive how the fund was bankrupt. The committee appointed to investigate the financial state of the fund stated that on December 31, 1895, it was in debt to the extent of £1,200,000, and other estimates were made of the deficit, two valuations from the same hand showing a difference of no less than £1,000,000. Acting on the report of the actuaries, the Lord Lieutenant, with the consent of the Treasury, sanctioned the new rules for the management of the fund, by which the premiums paid by the teachers have been increased fully 150 per cent. It was a debatable point whether his Excellency had power or not. Mr. Carson, Q.C., M.P., the Member for the Dublin University, speaking in the House of Commons, said that there was nothing in the Act to justify such a rule. The Act of 1879 provided that before a change was made in the rules it should be submitted to Parliament; and, therefore, the teachers would do well to appeal to their Parliamentary friends to induce Parliament to refuse its sanction, or to institute an inquiry into the whole matter.

Dr. L. C. Purser, F.T.C., has just been appointed to the Professorship of Latin, vacant by the death of Dr. Palmer. The appointment will be a most popular one. Dr. Purser is universally beloved for his singularly unselfish, sincere, and benevolent character. His whole life consists in helping others, and his great scholarship and many gifts are spent in such service. He was Classical Scholar in 1873; senior moderator (with first place) in classics and metaphysics in 1875, and became fellow in 1881. He has done much valuable original work, among which is the superb edition of the "Correspondence of Cicero," carried out in conjunction with Professor Tyrrell.

(Continued on page 118.)

Important to Heads of Colleges and Schools!

The Artist

AN ILLUSTRATED
MONTHLY RECORD
OF ARTS, CRAFTS,
AND INDUSTRIES



The Official Organ

OF THE

Society of Art Masters.

ELECTED AT THEIR ANNUAL MEETING, 1897 (see Report).

The Society of Art Masters includes all those who prepare for the Examinations under the Science and Art Department, and therefore has a direct relationship to the Government requirements.

Under the auspices of this Society a Section devoted to "Art Masters and Art Students" was opened in "**The Artist**" of January, and will be continued from month to month. It includes

(i.) A series of Authoritative Articles upon the usual subjects set for Examination by the South Kensington Department, beginning with "Decorative Design."

(ii.) A "Notes and Queries" column, open for discussion of all legitimate points affecting the interests of Art Students. Typical or test Examination Papers will be set in this column, and information will be gratuitously given upon such matters as Subjects for Study, Difficulties met with in Examination Papers, &c.

Prize Competitions for Drawings are frequently offered. These have proved a great encouragement to young artists.

"**The Artist's**" "Notes and Queries" column is under the conduct of a gentleman whose remarkable success as an Art "Coach" is due to his exact and expert knowledge of the requirements demanded by the South Kensington Department. No more need be said to emphasize the value of this to every one studying Art Subjects.

N.B.—Please mark all communications for the above "Schools Section," and address—

THE EDITOR, "**The Artist**,"

2 Whitehall Gardens, London, S.W.

POST FREE, 1s. 3d. ANNUAL SUBSCRIPTION, 15s.

CAMBRIDGE TRAINING COLLEGE FOR WOMEN TEACHERS.—Sixteen students from this College were presented in December for the examination of the Teachers' Training Syndicate of the University of Cambridge. All sixteen passed. In the theoretical examination one passed in the first class, thirteen in the second, and two in the third. In the practical part of the examination seven passed in the first class, seven in the second, and two in the third.

SCHOOLS.

CHELTEMHAM LADIES' COLLEGE.—At the London B.A. Honours Examination in English, Miss Jeffries-Davies gained the Derby Prize of £50—coming out alone in First Class Honours.

NEWPORT (MON.) INTERMEDIATE SCHOOL FOR GIRLS.—The first annual distribution of prizes was held in the School Hall on Friday, December 3rd. The prizes were distributed by Lady Llangatock, and addresses were given by Miss Constance Jones, resident lecturer, Girtton College, and Mrs. Viriamu Jones. The Headmistress, in her report on school work, stated that the school was opened in April, 1896, with sixty-eight girls, a number which had increased to a hundred and three.

ST. STEPHEN'S HIGH SCHOOL, CLEWER.—In the last Cambridge Higher Local Examination, Francis Bell, Ruth Hewetson, Agnes Gedge, and Helen Mosley were awarded First Class Honours.

PRIZE COMPETITIONS.

THE Translation Prize for January is awarded to "The Causative Vacuum."

The winner of the Translation Prize for December is Lieut.-Colonel J. W. Buxton, St. Mark's Road, Jersey.

The winners of the Extra Prize for December are Miss Mary Lister Gandy, 14 Lawn Crescent, Kew Gardens; and Miss C. Sophia Fry, Upton, Didcot, Berks.

For January Extra Prize see page 122.

Immer und immer wieder trat mir das Bild der schönen Godiva entgegen—vornehmlich im verflossenen Jänner, da der Rheinstrom mit Eis ging und silberlichte Flocken vor meinem Fenster auf und nieder tanzten, und mir war's, als ob ihre tiefblauen Augen eine stumme Bitte enthielten.—Ich verstand sie!—Feder, Tintenfass und blütenweiss Papier standen bereit und waren mir Helfer. In wenigen Monden lag der stumme, seelenvolle Blick verkörpert auf Mappe und Schreibtisch.

Wer aber war Godiva, wo ihre Heimat, wo ihre Sippe, ihr Leiden und Lieben?—

An den stillen Ufern des Avon, über Heiden und Moor der Grafschaft Warwick geht ein Raunen und Flüstern, das von der schönen Godiva verkündet. Es klingt so heimlich, so traut und mutet an wie Harfengeiton in laulicher Mainacht.—Aber auch in sonstigen Grafschaften und Baronien und in deutschen Gauen singt und sagt man von der herrlichen Frau, von dem Weib ohnegleichen. Jedem sein Recht!—Und dennoch sind die guten Bürger von Antwerpen, die das treffliche Bild ihres Malers Frans van Lierus täglich vor Augen haben, besser beraten, und sie erzählten mir, dass sie lebte und lichte, als der spanische Marsch durch die Provinzen ging und Alexander Farnese, Herzog von Parma, in den Niederlanden gebot.—

Wie spiegeln sich die Zinnen der grossen Stadt so wunderlich und abgrundtief in den Wassern der Schelde!—Mir kam ein Klingen vom hohen Getümmel!—Regina coeli, Clinsa und Anne-Susanne, Roland und Türk wurden redewaltig und raunten mir die Mär von der schönen Godiva, wie sie nunmehr gebucht steht.—

Und wenn ich mich gezwungen sah, geschichtliche Personen und Daten ein wenig zu schachteln, der Historiker mag mir's zu gute halten. Wenn nicht, wenn er diese Freiheit dem Dichter nimmer gestattet und sie als Fehler bezeichnet—nun wohl! ich fehlte mit Absicht.—

Du aber, meine Geschichte, ziehe hinaus und grüsse mir alle, die guten Willens sind.

By "THE CAUSATIVE VACUUM."

The picture of the beautiful Godiva has risen before my mind again and again; but it did so with special vividness last January. Ice was then drifting down the current of the Rhine, and silvery snowflakes were dancing up and down outside my window, and I felt as if in those deep-blue eyes of hers there lingered a mute entreaty—I knew its meaning. Pen, inkstand, and clean white paper were lying ready at hand to assist my thoughts. In a few months that look—silent,* yet eloquent of the soul within—lay embodied in the portfolio on my writing-table.

But who was Godiva? Where her home and kindred? Where did she love and suffer?

On the quiet banks of the Avon, over moor and fen of Warwickshire, there steal the murmurs of a whispered tale about the beautiful Godiva. It all sounds so homely and simple, and touches one like the music of a

* Cf. Pope, "Lely on animated canvas stole
The sleepy eye which spoke the melting soul."

(Continued on page 120.)

WHITTAKER'S LIST.

CATALOGUE POST FREE ON APPLICATION.

A NEW GRAMMATICAL FRENCH COURSE. By Prof. ALBERT BARRÈRE, R.M.A.

Parts I. and II., in One Volume, **Elementary.** 1s. } [Just published.
Part III., **Intermediate.** 2s.

The above volumes form preliminary parts to the "*Précis of Comparative French Grammar*," by the same Author, which is extensively used in many large Public Schools.

"The whole course is clear and well arranged: it is above all simple."—*Education.*

FRENCH COMPOSITION: Select Passages for. With Vocabulary. By ALBERT BARRÈRE, Professor, R.M.A., Woolwich, and LÉON SORNET, Officier d'Académie, French Master, King Edward's High School, Birmingham. Second Edition, Revised. Crown 8vo, 2s. 6d.
(In use at Eton College.)

DAUDET'S (ALPHONSE) LA BELLE NIVERNAISE.

Histoire d'un vieux bateau et de son équipage. Edited by J. BOILLÉ, B.A., Senior French Master at Dulwich College. With Introduction, Notes, and Vocabulary, and Six Illustrations. Fifth Edition, Revised. 2s.

"The notes are apposite and well expressed."—*Journal of Education.*

CLARETIE'S (JULES) PIERRILLE. Sole Authorised

Edition. Edited by J. BOILLÉ, B.A., Senior French Master at Dulwich College. With Introduction, Notes, and 27 Illustrations. 2s.

Set for the Oxford Local Examinations (Junior), 1898.

A COMPLETE GERMAN COURSE FOR USE IN PUBLIC SCHOOLS.

Edited by F. LANGE, Ph.D., late Professor R.M.A., Woolwich; Examiner in German Language and Literature in the Victoria University, Manchester; and to the College of Preceptors.

GERMAN GRAMMAR. With especial reference to Phonology, Comparative Philology, English and German Correspondences, and Idioms. In Three Parts.

Part I.—**ELEMENTARY ACCIDENCE AND SYNTAX.** With Exercises. By A. WEISS, Ph.D., Professor R.M.A. 1s. 6d.

Part II.—**ACCIDENCE SUPPLEMENTED AND SYNTAX CONTINUED.** With Exercises. By A. WEISS, Ph.D., Professor R.M.A. 1s. 6d.

Part III.—**A CONCISE BUT COMPLETE SURVEY OF GERMAN GRAMMAR.** 3s. 6d.

ELEMENTARY GERMAN READER. A Graduated Collection of Readings in Prose and Poetry. By F. LANGE, Ph.D. With English Notes and a Vocabulary. Fourth Edition. 1s. 6d.

ADVANCED GERMAN READER. A Graduated Collection of Readings in Prose and Poetry. With English Notes. By F. LANGE, Ph.D., and J. F. DAVIS, M.A., D.Lit. Second Edition. 3s.

DER BIBLIOTHEKAR. Lustspiel von G. VON MOSER. Edited, with English Notes, &c., by Prof. F. LANGE, Ph.D. Authorized Edition. Fifth Revised Edition. 2s.

MEISTER MARTIN, DER KÜFNER. Erzählung von E. T. A. HOFFMANN. Edited, with English Notes, &c., by Prof. F. LANGE, Ph.D. Second Edition. 1s. 6d.

GEOGRAPHY, A TEXT-BOOK OF. By CHARLES BIRD, M.A., the Mathematical School, Rochester. [In the press.]

ORGANIC CHEMICAL MANIPULATION. By J. T. HEWITT, M.A., D.Sc., Ph.D., Fellow of the Chemical Societies of London and Berlin, Professor of Chemistry in the East London Technical College. With 63 Illustrations. Crown 8vo, 7s. 6d. net.

"A work which will be of great service to many teachers of practical chemistry."—*Engineer.*

FIRST BOOK OF ELECTRICITY AND MAGNETISM. By W. PIERRE MAYCOCK, M.Inst.E.E. Second Edition, Revised and Enlarged. 107 Illustrations. 2s. 6d.

"Students who purchase a copy, and carefully study it, will obtain an excellent groundwork of the science."—*Electrical Review.*

PRACTICAL ELECTRICAL MEASUREMENT. An Introductory Course in Practical Physics for Students and Engineers. By E. H. CRAIGIE, A.I.E.E., Lecturer in Physics and Electrical Engineering, Sheffield Technical School. Crown 8vo, 2s. 6d.

DRAWING AND DESIGNING. In a Series of 29 Lessons. By C. G. LELAND. With 42 Illustrations. Third Edition, Enlarged. Fcap. 4to, cloth, 2s.

LONDON: WHITTAKER & CO., WHITE HART STREET,
PATERNOSTER SQUARE.

MACMILLAN & Co.'s Books for Special Examinations (1898-9).

CAMBRIDGE LOCAL EXAMINATIONS, 1898.

A CLASS-BOOK OF THE CATECHISM OF THE CHURCH OF ENGLAND. By Rev. G. F. MACLEAR, D.D. 1s. 6d.
A FIRST CLASS-BOOK OF THE CATECHISM OF THE CHURCH OF ENGLAND. By Rev. G. F. MACLEAR, D.D. 6d.
AN ELEMENTARY INTRODUCTION TO THE BOOK OF COMMON PRAYER. By Rev. F. PROCTER and Rev. G. F. MACLEAR, D.D. 2s. 6d.
A CLASS-BOOK OF OLD TESTAMENT HISTORY. By Rev. G. F. MACLEAR, D.D. 4s. 6d.
A CLASS-BOOK OF NEW TESTAMENT HISTORY. By Rev. G. F. MACLEAR, D.D. 5s. 6d.
THE GOSPEL ACCORDING TO ST. LUKE.—THE GREEK TEXT. With Introduction and Notes by Rev. J. BOND, M.A. 2s. 6d.
THE ACTS OF THE APOSTLES. Authorized Version. With Notes by T. E. PAGE, M.A., and Rev. A. S. WALPOLE, M.A. 2s. 6d.
THE GREEK TEXT. With Notes by T. E. PAGE, M.A. 3s. 6d.
PLATO.—EUTHYPHRO, APOLOGY, CRITO, AND PHÆDO. Translated by F. J. CHURCH. 2s. 6d. net.
DEMOSTHENES.—PHILIPPIC I. AND OLYNTHIACS I.-III. Edited by J. E. SANDYS, Litt.D. 5s.
MOLIÈRE.—LE BOURGEOIS GENTILHOMME. With Notes by L. M. MORIARTY, B.A. 1s. 6d.
LESSING.—MINNA VON BARNHELM. Edited by Rev. C. MERK. 2s. 6d.
SHAKESPEARE.—THE MERCHANT OF VENICE. With Introduction and Notes by K. DEIGHTON. 1s. 9d.

OXFORD LOCAL EXAMINATIONS, 1898.

A CLASS-BOOK OF THE CATECHISM OF THE CHURCH OF ENGLAND. By Rev. G. F. MACLEAR, D.D. 1s. 6d.
AN ELEMENTARY INTRODUCTION TO THE BOOK OF COMMON PRAYER. By Rev. F. PROCTER and Rev. G. F. MACLEAR, D.D. 2s. 6d.
THE GOSPEL ACCORDING TO ST. MATTHEW.—THE GREEK TEXT. With Introduction and Notes by Rev. A. SLOMAN. 2s. 6d.
THE ACTS OF THE APOSTLES. Authorized Version. With Notes by T. E. PAGE, M.A., and Rev. A. S. WALPOLE, M.A. 2s. 6d.
THE GREEK TEXT. With Notes by T. E. PAGE, M.A. 3s. 6d.
A SHORT HISTORY OF THE ENGLISH PEOPLE. By J. R. GREEN, LL.D. With Analysis, Part II. 3s.
EDWARD I. By T. F. TOUT, M.A. 2s. 6d.
SHAKESPEARE.—THE MERCHANT OF VENICE. With Introduction and Notes by K. DEIGHTON. 1s. 9d.
SCOTT.—MARMION. With Introduction and Notes by M. MACMILLAN, B.A. 3s.; sewed, 2s. 6d.
CLASS-BOOK OF GENERAL GEOGRAPHY. By H. R. MILL, D.Sc. 3s. 6d.
COMMERCIAL GEOGRAPHY. By E. C. K. GONNER, M.A. 3s.
CIVIL SERVICE ESSAY WRITER. By E. T. JACOB. 1s.—COMPANION. 1s. 6d.

OXFORD AND CAMBRIDGE SCHOOLS EXAMINATION, 1898.

CICERO.—PRO MURENA. Edited by J. H. FREENE, M.A. 2s. 6d.
HORACE.—ODES. BOOKS I., III., and IV. With Notes and Vocabulary by T. E. PAGE, M.A. 1s. 6d. each.
LIVY. BOOK I. With Notes and Vocabulary by Rev. H. M. STEPHENSON, M.A. 1s. 6d.
 — II. and III. Edited by Rev. H. M. STEPHENSON, M.A. 3s. 6d.
TERENCE.—PHORMIO. Edited by Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. 2s. 6d.
VIRGIL.—ÆNEID. With Notes and Vocabulary. BOOK IV. By Rev. H. M. STEPHENSON, M.A. 1s. 6d. BOOK V. By Rev. A. CALVERT, M.A. 1s. 6d. BOOK VI. By T. E. PAGE, M.A. 1s. 6d.
EURIPIDES.—MEDEA. With Notes and Vocabulary by Rev. M. A. BAYFIELD, M.A. 1s. 6d. Edited by A. W. VERRALL, Litt.D. 2s. 6d.
 — **ALCESTIS.** With Notes and Vocabulary by Rev. M. A. BAYFIELD, M.A. 1s. 6d. Edited by M. L. EARLE, Ph.D. 3s. 6d.
PLATO.—EUTHYPHRO, APOLOGY, CRITO, AND PHÆDO. Translated by F. J. CHURCH. 2s. 6d. net.

CAMBRIDGE HIGHER LOCAL

SHAKESPEARE.—KING LEAR. With Introduction and Notes by K. DEIGHTON. 1s. 9d.
MILTON.—PARADISE LOST. With Introduction and Notes by M. MACMILLAN, B.A. BOOKS I. and II., 1s. 9d. BOOKS I., II., III., and IV., separately, 1s. 3d. each; sewed, 1s. each.
BACON.—ESSAYS. With Introduction and Notes by F. G. SELBY, M.A. 3s.; sewed, 2s. 6d.

UNIVERSITY OF

MATRICULATION (JUNE, 1898).

VIRGIL.—ÆNEID. With Notes and Vocabulary. BOOK I. By Rev. A. S. WALPOLE, M.A. 1s. 6d. BOOK II. By T. E. PAGE, M.A. 1s. 6d.
ÆSCHYLUS.—PERSÆ. Edited by A. O. PRICKARD, M.A. 2s. 6d.

MATRICULATION (JANUARY, 1899).

OVID.—METAMORPHOSES. BOOKS XIII. and XIV. Edited by C. SIMMONS, M.A. 3s. 6d.
XENOPHON.—ANABASIS. BOOK IV. With Notes and Vocabulary by Rev. E. D. STONE, M.A. 1s. 6d.

MATRICULATION (JUNE, 1899).

CICERO.—CATILINE ORATIONS. Edited by A. S. WILKINS, Litt.D. 2s. 6d.
HOMER.—ILIAD. BOOK XXIV. With Notes and Vocabulary by W. LEAF, Litt.D., and Rev. M. A. BAYFIELD, M.A. 1s. 6d.

UNIVERSITY OF LONDON, B.A., 1898.

TACITUS.—HISTORIES III.-V. Edited by A. D. GODLEY, M.A. 3s. 6d.
JUVENAL.—THIRTEEN SATIRES. Edited by E. G. HARDY, M.A. 5s. Translated by A. LEEPER, LL.D. 3s. 6d.
PLATO.—PHÆDO. By R. D. ARCHER-HIND, M.A. 8s. 6d.
ÆSCHYLUS.—SEPTEM CONTRA THEBAS. Edited by A. W. VERRALL, Litt.D., and Rev. M. A. BAYFIELD, M.A. 2s. 6d.

MACAULAY.—ESSAY ON WARREN HASTINGS. With Introduction and Notes by K. DEIGHTON. 2s. 6d.

LAMB.—TALES FROM SHAKESPEARE. With Introduction by Rev. A. AINGER, LL.D., Canon of Bristol. 2s. 6d. net.

VIRGIL.—ÆNEID. BOOK I. With Notes and Vocabulary by Rev. A. S. WALPOLE, M.A. 1s. 6d.

— BOOK I. With Notes and Vocabulary by T. E. PAGE, M.A. 1s. 6d.

CÆSAR.—DE BELLO GALLICO. BOOKS II. and III. With Notes and Vocabulary by Rev. W. G. RUTHERFORD, M.A., LL.D. 1s. 6d.

HORACE.—THE ODES. BOOKS II. and IV. With Notes and Vocabulary by T. E. PAGE, M.A. 1s. 6d. each.

— Edited, without Vocabulary, by T. E. PAGE, M.A. 2s. each. (Classical Series.)

LIVY.—BOOK V. With Notes and Vocabulary by M. ALFORD. 1s. 6d.

TACITUS.—THE HISTORIES. BOOKS I. and II. Edited by A. D. GODLEY, M.A. 3s. 6d.

XENOPHON.—ANABASIS. BOOK III. With Notes and Vocabulary by Rev. G. H. NALL, M.A. 1s. 6d.

EURIPIDES.—MEDEA. With Notes and Vocabulary by Rev. M. A. BAYFIELD, M.A. 1s. 6d.

— Edited by A. W. VERRALL, Litt.D. 2s. 6d.

HOMER.—ILIAD. BOOKS I., IX., XI., XVI.-XXIV. **THE STORY OF ACHILLES.** Edited by J. H. PRATT, M.A., and WALTER LEAF, Litt.D. 5s.

CÆSAR.—THE INVASION OF BRITAIN. Being Selections from BOOKS IV. and V. of the "De Bello Gallico." Adapted for Beginners. With Notes and Vocabulary by W. WELCH, M.A., and C. G. DUFFIELD, M.A. 1s. 6d.

— **GALLIC WAR.** BOOK I. With Notes and Vocabulary by Rev. A. S. WALPOLE, M.A. 1s. 6d.

VIRGIL.—ÆNEID. BOOK V. With Notes and Vocabulary by Rev. A. CALVERT, M.A. 1s. 6d.

HORACE.—ODES. BOOK I. With Notes and Vocabulary by T. E. PAGE, M.A. 1s. 6d.

CICERO.—DE SENECTUTE. With Notes and Vocabulary by E. S. SHICKBURGH, M.A. 1s. 6d.

XENOPHON.—ANABASIS. BOOK I. With Notes and Vocabulary by Rev. A. S. WALPOLE, M.A. 1s. 6d. With Exercises by E. A. WELLS, M.A. 1s. 6d.

EURIPIDES.—HECUBA. With Notes and Vocabulary by Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. 1s. 6d.

PLATO.—EUTHYPHRO, APOLOGY, CRITO, AND PHÆDO. Translated by F. J. CHURCH. 2s. 6d. net.

HAUFF.—DIE KARAVANE. Edited by H. HAGER, Ph.D. 3s.

COMMERCIAL GERMAN. By F. C. SMITH. 3s. 6d.

THE ENGLISH CITIZEN, HIS LIFE AND DUTIES. By C. H. WYATT. 2s.

INTRODUCTION TO POLITICAL SCIENCE. By Sir J. R. SELBY. 5s.

THUCYDIDES. BOOK II. Edited by E. C. MARCHANT, M.A. 3s. 6d.

MOLIÈRE.—LES PRÉCIEUSES RIDICULES. Edited by G. E. FASNAUGHT. 1s.

LESSING.—MINNA VON BARNHELM. Edited by Rev. C. MERK. 2s. 6d.

THE GOSPEL ACCORDING TO ST. LUKE.—THE GREEK TEXT. With Introduction and Notes by Rev. J. BOND, M.A. 2s. 6d.

THE ACTS OF THE APOSTLES.—THE GREEK TEXT. With Notes by T. E. PAGE, M.A. 3s. 6d.

— **THE AUTHORIZED VERSION.** With Notes by T. E. PAGE, M.A. 2s. 6d.

SHAKESPEARE. With Introduction and Notes by K. DEIGHTON. **THE TEMPEST.** 1s. 9d. **JULIUS CÆSAR.** 1s. 9d.

BACON.—ESSAYS. With Introduction and Notes by F. G. SELBY, M.A. 3s.; sewed, 2s. 6d.

MILTON. With Introduction and Notes. **COMUS.** By W. BELL, M.A. 1s. 3d.; sewed, 1s. **L'ALLEGRO, IL PENSEROSO, LYCIDAS, ARCADES, SONNETS, &c.** By W. BELL, M.A. 1s. 9d.

— **SAMSON AGONISTES.** With Introduction and Notes by H. M. PERCIVAL, M.A. 2s.

EXAMINATIONS, JUNE, 1898.

VIRGIL.—ÆNEID VI. With Notes and Vocabulary by T. E. PAGE, M.A. 1s. 6d.

HORACE.—ODES. BOOK II. With Notes and Vocabulary by T. E. PAGE, M.A. 1s. 6d.

CICERO.—SECOND PHILIPPIC. Edited by J. E. B. MAVOR, M.A. 3s. 6d.

PLATO.—EUTHYPHRO, APOLOGY, CRITO, AND PHÆDO. Translated by F. J. CHURCH. 2s. 6d. net.

LONDON, 1898-9.

INTERMEDIATE (1898).

HORACE.—EPISTLES. Edited by A. S. WILKINS, Litt.D. 5s.

HERODOTUS. BOOK III. Edited by C. G. MACAULAY, M.A. 2s. 6d.

SHAKESPEARE. With Introduction and Notes by K. DEIGHTON. **KING JOHN.** 1s. 9d. **THE TEMPEST.** 1s. 9d.

SPENSER. With Introduction and Notes. **THE FAERIE QUEENE.** BOOK I. By H. M. PERCIVAL, M.A. 3s.; sewed, 2s. 6d. **THE SHEPHERD'S CALENDAR.** By C. H. HERFORD, Litt.D. 2s. 6d.

ELIZABETHAN LITERATURE. By Prof. G. SAINTSBURY. 7s. 6d.

GENERAL SKETCH OF EUROPEAN HISTORY. By E. A. FREEMAN. 3s. 6d.

MACMILLAN & CO., LIMITED, ST. MARTIN'S STREET, LONDON, W.C.

harp on a warm evening in May. But other counties, too, and baronies and districts of Germany, have their songs and legends about that noble lady, that matchless woman. Let us be fair to all.

And yet the good burghers of Antwerp, having daily before their eyes that fine picture by their painter, Frans van Lierius, are furnished with better evidence, and they told me that she lived and loved at the time when the Spanish were marching through the Provinces, and when Alexander Farnese, Duke of Parma, was commanding in the Netherlands.

How strangely, and to what a depth, are the spires of that great town mirrored in the waters of the Scheldt! A chiming from the steep belfry struck my ears. Regina Coeli, Clinsa and Anna-Susanna, Roland and Turk acquired the power of speech, and whispered to me the story of beautiful Godiva, as now set forth in my book.

And, if I have found myself obliged slightly to modify historical dates and personages, the historian will kindly grant me some indulgence. If, however, he never allows a poet this liberty, and dubs it a mistake—very well! my mistake was intentional.

Now, my story, go thou forth, and convey my greetings to all sympathetic readers.

We classify the 173 versions received as follows:—

First Class.—L.M.M., Anchor, Kittifornia, N.M.C., The Causative Vacuum, The Bright Inn, Chingleput, West Central, Volavit, L.L., W.W.W., L.M.P., Acta non Verba, Gentian, G.E.D., Stylograph, Rockite.

Second Class.—Calendar, Nazianzen, H.M.S., Eicarg, Nerthus, Gory, Iona, Auntie Mi, Old Sojers, M.M., Cheltenham, E.W.L., Feldafing, Au bord du Leiman, Southern Cross, *χρυσέων χάλκεια*, Zigeunerin, Borealis, A.W.G.B., C.W.M. Bychan, J.H.N 51, O. Mimosa San, E.W.P., Mers-les-Bains, Mrs. Prickard, Stedeghe, Faciebat, Durham, Chiaroscuro, W.S.M., Unterberg, Abt Vogler, Martin, Sally Brown, Nectarine, O.A.P.O., Kurz, Vetter aus Bremen, Silly Suffolk, Arod, Mrs. Discobolus, Apathy, Deback, D., Agnes, Butomus, B.J., Jan Chinn, Kotiek, A.F.H., H.M.S., B.N., Diamond, Freitag, Menevia, Frank van Levius, Pro-pero, Mamma's Queen, Smilax, Isis, E.H.O., M.M.M., Einnim, Anvers, Peeping Tom, Teinal, Mars, Swallow-tail, Society Sister, A Speckled Bird.

Third Class.—H.K., M.L., Mayde Marianne, Roland und Turk, Progress, Teja, Adelheid v. Hatten, Random Shot, Hamburg, Pick-me-up, Yougai, Mern, Veuvette, Freude, Rustic, I., Agnes Bernauer, Pilteken, Suska Konitzka, Dodo, Caviare, Franzeska Luigi, Rough Copy, Phenny, K.A.M.D., The Doctor, Annesley, Zeus, Judex, M.L.A., Mere Fossette, G.M.C., E.M.S., Kololo, Dahomey, A.L., E.I.D., Tabbie, R.A.F.B., Alderman Pud Pud, Charcoal, Ekkehard, Eln, Gretchen, Escualduna, F.M.C.C., Catchecleam, Fry, Diotrephes.

Fourth Class.—Dum Spiro Spero, A.F.R., Fantome, Rosalind, Bat, Grischda, Mischief, Lumlago, Vlaamsche Meisje, Miranda, Finetta, Thorn, Fritters, Lucius, O.P., Rad, Faveo, Coutts, Lubin, C.L.C.

Fifth Class.—Crosbeia, Scottish Thistle, Dane, Maltravers, Ortho, R.S., F.E.T., Maskil, Thorpe, Fasta, Mole, Infant, D.U., Lush, Rep.

The preface to Lauff's "Regina Coeli" was easy enough to construe, but it was not so easy to transfer the *schwärmerei*, the sentiment and poetry of the original. "Ink-pot," "blotting-pad," "rhetorical," are samples of the flat prose which account for a good many of the second and third classes. *Im verflorenen Jänner*, simply "last January." *Mit Eis ging*, "was thick with ice-floes," not "was frozen over." *Blütenweiss Papier*, "virgin paper" is a near enough equivalent; "white as flowers in May" is *de trop*; so "were at hand to aid me" is better than "were ready and were my assistants." "Embodied in (or on) portfolio and writing-table" will hardly stand; we must turn "embodied in the manuscript on my desk." *Geht ein Raunen und Flüstern*, "the whispered legend runs." *Heimlich*, "mysterious," "weird," was constantly mistaken, as in the prize version, for *heimisch*, "homely." So *wunderlicht*, "light," "delicate," was confused with *wunderlich*. *Regina coeli*, &c., are, of course, the names of the bells, and *Turk* = *Turke*, "the Turk." *Schachteln*, properly "to polish wood with spear-grass," so "to embellish," applies more particularly to the historical personages. *Dichter*, the composer of any work of the imagination; here rather "novelist" than "poet." *Jedem sein Recht* is, literally, "To each man his due," but, as the proverb is applied to the various localities, it is better to turn it "Gives each its due," or, "Each may claim a hearing." "Acquired the power of speech," in the prize version, is somewhat flat; read "became articulate," or, "grew eloquent of speech."

EXTRA PRIZE.

For the Extra Prize there were 171 competitors, and of these 72 solved correctly the three puzzles. We give below the correct solutions and the names of the solvers. The share of each winner we reckon would be 3½d., which sum shall be duly forwarded to any claimant, but we fancy that competitors will prefer to work off the tie. We therefore offer this month two Extra Prizes of a guinea each, one

(Continued on page 122.)

GEORGE PHILIP & SON'S LIST OF EXAMINATION MANUALS.

CAMBRIDGE LOCAL, 1898.

RELIGIOUS KNOWLEDGE.

Juniors and Seniors.

I. Kings. By JAMES DAVIES. 1s. | St. Luke. By JAMES DAVIES. 1s.
II. Kings. By JAMES DAVIES. 1s. | Acts. By JAMES DAVIES. 1s.
Church Catechism. By JAMES DAVIES. 9d.

Seniors.

Book of Common Prayer. By JAMES DAVIES. 1s. 6d.

ENGLISH HISTORY.

Juniors and Seniors.

HISTORY OF ENGLAND, from 1689 to 1760. By JAMES DAVIES. 2s. 6d.
HISTORY OF ENGLAND, from 1760 to 1815. By JAMES DAVIES. 2s. 6d.

OXFORD LOCAL, 1898.

RELIGIOUS KNOWLEDGE.

Juniors and Seniors.

St. Matthew. By JAMES DAVIES. 1s. 6d. | Book of Common Prayer. By JAMES
St. John. By JAMES DAVIES. 1s. 6d. | DAVIES. 1s. 6d.
Acts. By JAMES DAVIES. 1s. | Church Catechism. By JAMES DAVIES.
I. Samuel. By JAMES DAVIES. 9d. | 9d.
I. Corinthians. By Rev. Canon LINTON, M.A. 1s.

ENGLISH HISTORY.

Juniors and Seniors.

HISTORY OF ENGLAND, from 1066 to 1216. By JAMES DAVIES. 2s.
HISTORY OF ENGLAND, from 1216 to 1485. By JAMES DAVIES. 2s.

COLLEGE OF PRECEPTORS, 1898.

RELIGIOUS KNOWLEDGE.

1st, 2nd, and 3rd Classes.

I. Samuel. By JAMES DAVIES. 9d. | St. Matthew. By JAMES DAVIES. 1s. 6d.
I. Kings. By JAMES DAVIES. 1s. | St. Luke. By JAMES DAVIES. 1s.
II. Kings. By JAMES DAVIES. 1s. | St. John. By JAMES DAVIES. 1s. 6d.
Acts. By JAMES DAVIES. 1s.

STANDARD TEXT-BOOKS.

Geographical Series.

By W. HUGHES, F.R.G.S., and J. F. WILLIAMS, F.R.G.S.

	s. d.
CLASS BOOK OF MODERN GEOGRAPHY	3 6
CLASS BOOK OF PHYSICAL GEOGRAPHY	3 6
ELEMENTARY CLASS BOOK OF MODERN GEOGRAPHY	1 6
ELEMENTARY CLASS BOOK OF PHYSICAL GEOGRAPHY	1 6
GEOGRAPHICAL MANUAL OF THE BRITISH EMPIRE	3 0

THE STUDENT'S SUMMARY OF ENGLISH HISTORY. With Notes.

By THOMAS HAUGHTON ... 5 0
Ditto ... Without Notes 1 6

ADVANCED ARITHMETIC FOR SCHOOLS AND COLLEGES. By T.

W. PIER ... 3 6

ELEMENTARY TREATISE ON ARITHMETIC. By T. W. PIER

... 1 6

SYSTEMATIC COURSE OF GEOMETRICAL DRAWING. By T. A. V.

FORD ... 3 6

STUDENTS' TEXT-BOOK OF THE SCIENCE OF MUSIC. By JOHN

TAYLOR ... 6 0

MUSICAL THEORY COURSE. By JOHN TAYLOR

... 1 6

BOTANICAL CHARTS AND DEFINITIONS. By the Misses BROOKE

... 0 9

ANATOMICAL MODEL OF HUMAN BODY. With Brief Description by

WM. FURNEAUX ... net 2 0

STANDARD ATLASES.

*PHILIPS' COMPREHENSIVE ATLAS OF ANCIENT AND MODERN

GEOGRAPHY ... 10 6

*PHILIPS' STUDENT'S ATLAS

... 7 6

*PHILIPS' SELECT ATLAS

... 5 0

*PHILIPS' INTRODUCTORY ATLAS

... 3 6

*PHILIPS' YOUNG STUDENT'S ATLAS

... 3 6

*PHILIPS' SCHOOL ATLAS OF CLASSICAL GEOGRAPHY

... 3 6

*PHILIPS' HANDY CLASSICAL ATLAS

... 2 6

*PHILIPS' NEW ATLAS FOR BEGINNERS

... 2 6

*PHILIPS' ATLAS FOR JUNIOR CLASSES

... 1 6

*PHILIPS' SCHOOL ATLAS OF SCRIPTURE GEOGRAPHY

... cloth 1 6

Ditto ... paper 1 0

PHILIPS' SMALLER SCRIPTURE ATLAS ... cloth 1s. ; paper 0 6

PHILIPS' CAMBRIDGE OUTLINE ATLAS ... 1 0

PHILIPS' OXFORD OUTLINE ATLAS ... 1 0

* Entirely New and Enlarged Editions containing Physical and Commercial Maps.

Complete Educational Catalogue sent gratis on application.

GEORGE PHILIP & SON. LONDON: 32 FLEET STREET, E.C.
LIVERPOOL: PHILIP, SON, & NEPHEW, 45-51 SOUTH
CASTLE STREET.

**MR. EDWARD ARNOLD'S
SPECIAL LIST OF TEXT-BOOKS
FOR
CAMBRIDGE LOCAL EXAMINATIONS, 1898.**

ARNOLD'S SCHOOL SHAKESPEARE. Under the General Editorship of J. CHURTON COLLINS, M.A.

The Merchant of Venice. By C. H. GIBSON, M.A., Assistant-Master at Merchant Taylors' School. Cloth, 1s. 3d.

The Tempest. By W. E. URWICK, M.A., Lecturer on English Literature at the Durham College of Science, Newcastle-on-Tyne. Cloth, 1s. 3d.

As You Like It. By S. E. WINBOLT, B.A., Assistant-Master at Christ's Hospital. Cloth, 1s. 3d.

Twelfth Night. By R. F. CHOLMELEY, M.A., Assistant-Master at St. Paul's School. Cloth, 1s. 3d.

King Lear. By the Rev. D. C. TOVEY, M.A., late Assistant-Master at Eton College. Cloth, 1s. 6d.

Hamlet. By W. HALL GRIFFIN, Professor of English Literature at Queen's College, London. Cloth, 1s. 6d.

NOTICE.—A Special Edition has been prepared for Pupil Teachers, of **OMAN'S HISTORY OF ENGLAND**, dividing the work in accordance with the periods specified in the Code, as follows:—

OMAN'S HISTORY OF ENGLAND. Division I., to A.D. 1307. Cloth, 2s.—Division II., A.D. 1307 to 1688. Cloth, 2s. 6d.—Division III., A.D. 1688 to 1885. Cloth, 2s. 6d.—Complete in One Volume, 5s. Also in Two Parts, divided at 1603, 3s. each.

"We believe it will be a standard school book on this subject for many years to come."—*Saturday Review*.

A HISTORICAL GEOGRAPHY. By the late Dr. MORRISON. New Edition, Revised and largely Re-written by W. L. CARRIE, English Master at George Watson's College, Edinburgh. Cloth, 3s. 6d.

THE SHILLING GEOGRAPHY. By the late Dr. MORRISON. Revised by W. L. CARRIE. Cloth, 1s.

FRENCH WITHOUT TEARS. A Graded Series of French Reading Books, carefully arranged to suit the requirements of quite young children beginning French. With Humorous Illustrations, Notes, and Vocabulary. By Mrs. HUGH BELL, Author of "Le Petit Théâtre des Enfants." Book I., 1s. 9d.; Book II., 1s.; Book III., 1s. 3d.

A FIRST FRENCH COURSE. Complete with Grammar, Exercises, and Vocabulary. By JAMES BOILLÉ, B.A. (Univ. Gall.), Senior French Master at Dulwich College, &c. Crown 8vo., cloth, 1s. 6d.

A FIRST FRENCH READER. With Exercises for Re-translation. Edited by W. J. GREENSTREET, M.A., Headmaster of the Marlborough School, Stroud. Crown 8vo., cloth, 1s.

FRENCH DRAMATIC SCENES. By C. ABEL MUSGRAVE. With Notes and Vocabulary. Crown 8vo., cloth, 2s. These scenes are perfectly adapted for teaching Conversational French, each part being taken by a different pupil.

LESSONS IN GERMAN. A Graded German Course, with Grammar Exercises and Vocabulary, forming a Complete Introductory Manual of the Language. By L. INNES LUMSDEN, Warden of University Hall, St. Andrews. Crown 8vo., 3s.

GERMAN DRAMATIC SCENES. By C. ABEL MUSGRAVE. Cloth, 2s. 6d. This is a German Version of the Author's French Dramatic Scenes described above.

A FIRST LATIN COURSE. By GEORGE B. GARDINER, M.A., D.Sc., and ANDREW GARDINER, M.A. Cloth, 2s.

A LATIN TRANSLATION PRIMER. With Grammatical Hints, Exercises, Conversations, and Vocabulary. By GEORGE B. GARDINER, M.A., D.Sc., Assistant-Master at the Edinburgh Academy, and ANDREW GARDINER, M.A. 120 pages, crown 8vo., cloth, 1s.

CÆSAR—GALLIC WAR. Books I. and II. Edited for the use of Schools by G. C. HARRISON, M.A., Assistant-Master at Fettes, and late Assistant-Master at Clifton College, and T. H. HADDON, M.A., Assistant-Master at the City of London School. With Map, Plans, Illustrations, and Vocabulary. Crown 8vo., cloth, 1s. 6d.

CÆSAR—GALLIC WAR. Books III. to V. Edited for the use of Schools by M. T. TATHAM, M.A. Uniform with Books I. and II. Crown 8vo., cloth, 1s. 6d.

CÆSAR. Books VI. and VII. By M. T. TATHAM, M.A. Uniform with Books III.-V. Crown 8vo., cloth, 1s. 6d.

THE ELEMENTS OF ALGEBRA. By R. LACHLAN, Sc.D., formerly Fellow of Trinity College, Cambridge. Crown 8vo., cloth, with or without Answers, 2s. 6d. Answers separately, 1s.

A FIRST YEAR'S COURSE OF EXPERIMENTAL WORK IN CHEMISTRY. By E. H. COOK, D.Sc., F.I.C., Principal of the Clifton Laboratory, Bristol. With numerous Diagrams and Illustrations. Cloth, 1s. 6d.

THE MERCANTILE ARITHMETIC. By Dr. R. WORMELL, D.Sc. Part I. Including Rule of Three, Practice, Fractions, and Decimals. 2s. Part II. Interest, Proportion, Percentages, Stocks, &c. 2s. Complete, with Answers, 4s.; without Answers, 3s. 6d.; Answers separately, 1s.

AN ELEMENTARY TEXT-BOOK OF MECHANICS. By R. WORMELL, M.A., D.Sc. With numerous Illustrations and Diagrams. Cloth, 3s. 6d. Solutions to Problems, for Teachers only, 3s. 6d.

THE STANDARD COURSE OF ELEMENTARY CHEMISTRY. By E. J. COX, F.C.S., Headmaster of the Bridge Street Technical School, Birmingham. In Five Parts, issued separately. Parts I.-IV., 7d. each; Part V., 1s. Also, complete in One Volume, 3s. Part I. Common Cases. Part II. The Atmosphere. Part III. Water. Part IV. Carbon and Non-metallic Elements. Part V. Metallic Bodies, Symbols, and Formulae.

LONDON: EDWARD ARNOLD, 37 BEDFORD STREET.

Lockwood's Educational Works.

DE FIVAS' FRENCH CLASS BOOKS.

De Fivas, New Grammar of French Grammars. By Dr. V. DE FIVAS, M.A. Fifty-fourth Edition, Revised and Enlarged. 450 pp., 2s. 6d., strongly bound. KEY, 3s. 6d.

De Fivas, Elementary French Grammar and Reader. Fourth Edition. Fcap. 8vo., 1s. 6d. cloth.

De Fivas, Guide to Modern French Conversation. Thirty-second Edition. 18mo, 2s. 6d. half-bound.

De Fivas, Introduction à la Langue Française. Twenty-eighth Edition. 12mo, 2s. 6d.

De Fivas, Beautés des Écrivains Français, Anciens et Modernes. Fifteenth Edition. 12mo, 2s. 6d.

De Fivas, Le Trésor National. Seventh Edition, 12mo, 1s. 6d. KEY, 2s.

Just published, 400 pages, crown 8vo., 7s. 6d., cloth.

A Handbook of English Literature. Originally compiled by AUSTIN DOBSON. New Edition, Revised, with New Chapters, and Extended to the Present Time. By W. HALL GRIFFIN, B.A., Professor of English Language and Literature at Queen's College, London.

"Of this book we have to speak in terms of unqualified praise. . . . It may be pronounced a most excellent history of our literature."—*Literature*.

"The best compendium for English literary students, and a most reliable handbook for the literary man."—*Academy*.

"For truth of criticism it is about the best book of the kind."—*Westminster Review*.

"An excellent handbook of English literature."—*Athenaeum*.

"Professor Hall Griffin and Mr. Dobson are to be thanked for a very acceptable handbook."—*Journal of Education*.

COMMERCIAL EDUCATION.

A New Book of Commercial French: Grammar—Vocabulary—Correspondence—Commercial Documents—Geography—Arithmetic—Lexicon. By P. CAIROUÉ, Professor in the City High School J.-B. Say (Paris). Crown 8vo., 354 pp., 4s. 6d. cloth.

Lessons in Commerce: A Text-Book for Students. By Professor R. GAMBARO. Revised by Professor JAMES GAULT. Second Edition, Revised. Crown 8vo., 3s. 6d., cloth.

The Foreign Commercial Correspondent. By C. E. BAKER. 3s. 6d.

Spanish Grammar and Reader. By O. KORTH. 2s. 6d. cloth.

CIVIL SERVICE HANDBOOKS.

Civil Service History of England. By F. A. WHITE, B.A. Revised by H. A. DOBSON. Eighth Edition. Fcap. 8vo., 2s. 6d.

Essay Writer. By HENRY SKIPTON. Fcap. 8vo., 2s. 6d.

Civil Service Geography. By L. M. D. SPENCE. Tenth Edition. Fcap., 2s. 6d.

Précis Book. By W. COSMO MONKHOUSE. 2s. 6d. cloth. KEY, 2s. 6d.

Civil Service Book-keeping. Fcap., 1s. 6d.

Civil Service English Grammar. By W. V. YATES. 1s. 6d.

Civil Service First French Book. By A. MOTTEAU. 1s. 6d. KEY, 2s. 6d.

Civil Service Coach. By S. SAVILL. Fcap. 8vo., 2s. 6d.

WEALE'S EDUCATIONAL SERIES.

DICTIONARIES AND GRAMMARS.

Latin Grammar. By T. GOODWIN. 1s. 6d.

Latin and English Dictionary. By T. GOODWIN. Latin—English, 2s. 6d.; English-Latin, 1s. 6d.

Greek Grammar. By H. C. HAMILTON. 1s. 6d.

Greek and English Lexicon. By H. R. HAMILTON, Greek-English, 2s. 6d.; English-Greek, 2s.

Hebrew Grammar. By Dr. BRESSLAU. 1s. 6d.

Hebrew-English Dictionary. By Dr. BRESSLAU. 6s.

English-Hebrew Dictionary. By Dr. BRESSLAU. 3s.

English Grammar. By HYDE CLARKE, D.C.L. 1s. 6d.

English Dictionary. By HYDE CLARKE, D.C.L. 3s. 6d.

French Grammar. By G. L. STRAUSS, Ph.D. 1s. 6d.

French Dictionary. By A. ELWES. 3s.

German Grammar. By G. L. STRAUSS, Ph.D. 1s. 6d.

German Dictionary. By N. E. S. A. HAMILTON. 3s.

Italian Grammar. By A. ELWES. 1s. 6d.

Italian Dictionary. By A. ELWES. 7s. 6d.

Spanish Grammar. By A. ELWES. 1s. 6d.

Spanish and English Dictionary. By A. ELWES. 6s.

Portuguese Grammar. By A. ELWES. 1s. 6d.

Portuguese and English Dictionary. By A. ELWES. 5s.

Lists of WEALE'S CLASSICAL SERIES on application.

LONDON: CROSBY LOCKWOOD & SON, 7 STATIONERS' HALL COURT, E.C.

unrestricted and the other confined to successful solvers, for

THE BEST ORIGINAL PUZZLE MODELLED ON

"There sits a pale-eyed phantom at thy feast."

To prevent confusion successful competitors are requested to keep the same initials or pseudonym. The puzzle may be in Latin, French, or German, as well as English.

There sits a pale-eyed phantom at thy feast,
No art to tear it thence avails the least,
They see thee stare at what they cannot see
While fast and faster whirls thy hollow glee.
Thou fearest not on thy false head to wear
The feathers that of right my brow should bear;
And all thy faults thou fatest on me,
Iniquitous step-father, woe is thee!

Can I forget it? Nay, not I;
I sit and weep for this all day;
My sight all glad things passeth by;
The sweet bird singeth;
But one thought stingeth—
My broken tea-things, where are they?
The shattering of a kitten's play.

O, no one note can make me yet
Thy tones, O honest friend, forget.
The stinging hornets of regret
Would pierce me were my hide the horniest.
Aye, though I walked through ways the thorniest,
No thorn, thou threnodist, could bring
To my seared conscience such a sting.

The following is a list of the successful solvers:—H. Carr Smith, M.W., Pikelet, N.M.T., W.E.T., Hukat, Mayde Marianne, Reata, Sartor, TIEITI, Menevia, θηῖνος, Y.C., C.McE., Virtus post nummos, Skinny herring, Sutton, Rizzio, A.C.S., Asterisk, Rolobo, Lorna, Flo B., Morganwg, Armorel, Thorngumbala, E.H.O., E.M.M., Mow, Pomegranate, Dockra, Verlegen, L.P., Leaf, Isea, Amber, Threnodist, Guavi, D., Sussex, Bobus, G.E.D., Brick-bat, Southfield, Mag., Plain Percival, Sixpence, Yram, Ben Trovato, Polemarchus, Jeanne, Quarens, Bodkin, Monk, T., Blackstead, W.E.T., Cwm-Bychan, Martreb, Anchor, R.F.D.S., Jerboa, Hector, G.D.R., Cowley, Speranza, Poker, 100,000, Mad, Sigma, Cypher, Ginger Bloo, H.V.J.P.T.

A Prize of Two Guineas is offered for the best translation of the following passage from De Retz's Memoirs.

Afin qu'il ne manquât aucun personnage au théâtre, le maréchal de la Meilleraye, qui jusque-là était demeuré très ferme avec moi à représenter la conséquence du tumulte, prit celui du capitaine. Il changea tout d'un coup de ton et de sentiment sur ce que le bonhomme Vennes, lieutenant-colonel des gardes, vint dire à la Reine que les bourgeois menaçaient de forcer les gardes. Comme il était tout pétri de bile et de contre-temps, il se mit en colère jusqu'à l'emportement et même jusqu'à la fureur. Il s'écria qu'il fallait périr plutôt que de souffrir cette insolence, et il pressa qu'on lui permit de prendre les gardes, les officiers de la maison et tous les courtisans qui étaient dans les anti-chambres, en assurant qu'il terrasserait toute la canaille. La Reine donna même avec ardeur dans son sens; mais ce sens ne fut appuyé de personne; et vous verrez par l'événement qu'il n'y en a jamais eu de plus réprouvé. Le Chancelier entra dans le cabinet à ce moment. Il était si faible de son naturel qu'il n'y avait jamais dit, jusqu'à cette occasion, aucune parole de vérité; mais en celle-ci la complaisance céda à la peur. Il parla et il parla selon ce que lui dictait ce qu'il avait vu dans les rues. J'observai que le Cardinal parut fort touché de la liberté d'un homme en qui il n'en avait jamais vu. Mais Senneterre, qui entra presque en même temps, effaça en moins d'un rien ces premières idées, en assurant que la chaleur du peuple commençait à se ralentir, que l'on ne prenait point les armes, et que, avec un peu de patience, tout irait bien.

Il n'y a rien de si dangereux que la flatterie dans les conjonctures où celui que l'on flatte peut avoir peur. L'envie qu'il a de ne la pas prendre fait qu'il croit à tout ce qui l'empêche d'y remédier. Ces avis, qui arrivaient de moment à autre, faisaient perdre inutilement ceux dans lesquels on peut dire que le salut de l'État était enfermé.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

Those in the First Class are entitled, on application, to a copy of "Essays in Translation."

All Competitions must reach the Office by February 16th, addressed "Prize Editor," JOURNAL OF EDUCATION, 86 Fleet Street, E.C.

Entirely New Edition. Now ready.

THE HOWARD VINCENT MAP OF BRITISH EMPIRE.
For Schools. Size 72 by 63 inches. With Handbook gratis.
Adopted by the London School Board. 21s.

ILLUSTRATIONS OF GEOMETRY

On an entirely New Principle, the Problems being given in different Colours on a Black Ground. By THOMAS J. MENZIES, M.A., B.Sc., &c., Hutcheson Grammar School, Glasgow. SHEET I. (ready), size 50 by 42 inches, price 7s. 6d., on cloth and rollers.

W. & A. K. JOHNSTON'S

ILLUSTRATIONS OF PLANTS OF COMMERCE.

Six in Series. Price 3s. 6d. each, on cloth and rollers, varnished; or 18s. for the complete set. Others in active preparation.

W. & A. K. JOHNSTON'S

BOTANY SHEETS FOR BEGINNERS.

By ALEXANDER JOHNSTONE, F.G.S., Lecturer on Botany, Edinburgh School of Medicine. Six in Series. Price 3s. 6d. each, on cloth, rollers and varnished, or on cloth, to fold up, with cloth sides; or 18s. for the complete set.

W. & A. K. JOHNSTON'S

ILLUSTRATIONS OF HISTORICAL AND FAMOUS SCENES.

Six in Series. Price 3s. 6d. each, on cloth and rollers, varnished; or 18s. for the complete set.

W. & A. K. JOHNSTON'S

HISTORICAL ATLAS.

Containing 35 Maps, printed in colours, with index, &c. Crown 8vo, full-bound cloth, gilt, price 2s. 6d.

W. & A. K. JOHNSTON'S

PHYSICAL ATLAS.

Containing 24 Maps, in colours, with descriptive letterpress by Sir ARCHIBALD GEIKIE, LL.D. Imperial 4to, half-bound, 8vo, price 12s. 6d.

OUR EMPIRE ATLAS, showing all British Possessions. Containing 59 Coloured Maps and complete Index. With Introduction by C. P. LUCAS, B.A. Royal 4to, cloth, price 6s.

Fourth Edition, carefully revised to date.

MULTUM IN PARVO ATLAS.

Containing 96 full-coloured Maps—Political, Physical, &c. Useful Statistics and Index. The best and cheapest of Miniature Atlases. Crown 16mo, full-bound cloth, price 2s. 6d.

Catalogue of Maps, Atlases, Globes, and List of Object-Lesson Pictures post free to any address.

W. & A. K. JOHNSTON,

Geographers to the Queen, Educational and General Publishers,

EDINA WORKS, EASTER ROAD, AND 7 HANOVER STREET, EDINBURGH;
5 WHITE HART STREET, WARWICK LANE, LONDON, E.C.

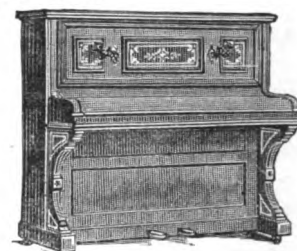
THE

EDUCATIONAL MUSICAL INSTRUMENT CO.

ESTABLISHED 1881.

For Circular,
Testimonials,
and ANY
Maker's List
and designs,
apply to the
MANAGER,
43

Estate
Buildings,
Huddersfield.



21 ARGYLE CRESCENT, JOPPA, EDINBURGH;
or at 20 Highbury Place, LONDON, N.
(Close to Highbury Station and Trams).

This Company supplies Pianos, American Organs, Harmoniums, &c., at prices unequalled by any other Firm, Dealer, or Maker, for Cash or Instalments, with a month's free trial, a 10 years' warranty, carriage paid, and free exchange or return at our risk and cost if not fully satisfactory. Iron-Framed School Pianos, new and guaranteed, from 14 Guineas Cash.

N.B.—All our Pianos are fitted with a special action to the Soft Pedal that fully subdues the tone, and effectually preserves the Instruments during practice.

Mr. W. PARKS, Clerk to the St. George School Board, Gloucester, writes:—"Please deliver six more Pianos according to your tender as early as possible." (We have sent fourteen instruments of the same class to this Board).

Mrs. GRAVES (wife of A. P. Graves, Esq., Her Majesty's Inspector of Schools, Southwark District, London, S.E.) writes:—"The Piano has stood very hard wear extremely well during the year, and we all admire the fine full tone of the instrument and its handsome exterior."

Show Rooms open Daily. Call and see our Stock, or write for our List of Instruments for Home or School use, specifying class preferred, and you will find

WE CAN SAVE YOU MANY POUNDS.

[Please mention this Paper.]

PENSIONS.

THE question of pensions is so very essential to the well-being of the profession—and is sure to be reopened when the management of existing schools is relegated to local authorities or new schools are founded by them—that we gladly print a valuable contribution to the subject as a basis of future discussion. This is a paper read by Mr. W. J. Russell, the Headmaster of the Wrexham County School, before the Association of Welsh County Headmasters and Mistresses and referred to a Committee to report upon. It is true that the problem in Wales is much simpler than it is in England. Welsh Intermediate masters are a homogeneous and organized body, while English secondary teachers are unorganized, not to say disorganized, and heterogeneous. Yet for that very reason Wales may give us a lead, and by solving the problem in its simpler form enable us to tackle it in its more complex aspect.

Who enjoy Pensions, and why?

I address myself first to the question: Why should we secondary teachers receive a pension? And perhaps this question will be best treated by asking what classes of persons now enjoy pensions and why? Almost every body of public servants except ourselves, and, besides these, the *employés* of a very large number of semi-public and private companies and individuals. Among these I may mention the officers and men in the Army and Navy; the members of the Civil Service in all its various ramifications; the members of the police force, the officials of the Poor Law Boards, *i.e.*, clerks to Boards of Guardians, registrars of births, marriages, and deaths, masters of workhouses, collectors of rates, &c.; the officials of the London School Board; the *employés* of all the leading railway companies; the clerks in nearly all the best banks and insurance offices. Custom and precedent—which carry so much weight in our country—are clearly in our favour. If, as we have just shown, nearly every other class of public officials enjoys a pension, and, if this system works so well that it has been imitated by a vast number of the best private companies, which have conferred similar privileges on their *employés*, then it is clear that we too, since we are recognized as an organized branch of the public service, are justified in seeking a similar provision for our old age.

The Raison d'être of Pensions generally.

Perhaps it would be well to pause a moment and ask: What are the general arguments adduced in support of this system of pensions, which seems to rest on such a consensus of authority and to be so widely prevalent; and how far do they apply to our case? I presume that pensions are given mainly in the interest of the State, and only secondarily in the interests of the individuals employed. By this means the State (1) attracts to its service a better class of men than it would otherwise obtain, and (2) secures better work from them, partly because all anxiety as to the future is removed, and partly because the risk of forfeiting such a pension acts as a powerful incentive to good conduct and steady industry. (3) The authorities can call on those who have become inefficient owing to age to retire and give place to men who are younger and more capable of service: this prevents weakness and incompetence in high places, and obviates a block of promotion, with the discontent that arises from it; nor would the public conscience tolerate compulsory retirement without some provision for old age. (4) The salaries given in the public service are insufficient to allow of an adequate provision for retiring. (5) The State, in cases where an annual contribution to the Pension Fund is made from the salary of the officials, affords a security which the individual investor would look for in vain; while the union of a large number of contributors allows of results otherwise unattainable.

Of Pensions to Secondary Masters in particular.

There is no doubt that we can, without any presumption, claim that all these arguments are at least as applicable to secondary masters as to any other class now receiving a pension. The fourth reason is certainly very weighty in our case, as I believe the average salary received by the headmaster of an Intermediate school in Wales is about the same as that of a head teacher under the London School Board.

Pensions in Charity Commission Schemes.

I might linger here and ask another question. In foreign countries—where education is better organized than among us—is not a pensioned schoolmaster universal? I think, however, that you will agree with me that our case is irresistible if we argue on grounds of equity and general analogy alone, but I will waive such considerations, and push on to still firmer ground—that of positive and admitted right arising from expectations raised by the schemes under which we were appointed to our schools. I believe it is a fact that for a large number of years no scheme has been issued by the Charity Commissioners which has not contained a clause recognizing the claim of secondary schoolmasters to a provision for their old age. All the Welsh schemes (in imitation of those of much older date) contain such a clause, one paragraph of which authorizes the governing body of any county to join with a headmaster or an assistant master in the establishment of a joint pension

fund; while a second paragraph enables the same body to co-operate with any other county in Wales for the like end.

A Deal Letter that may be vivified.

Now I fear that there is a general ignorance abroad about the matter we are discussing, and that the idea of a pension for secondary teachers is quite a novelty to many minds. I would, therefore, call your earnest attention to this clause—which is a sort of formula that has been used for many years by the Charity Commissioners—as there is no point of greater importance in my paper. Bad as the first paragraph of the clause is, and I cannot conceive of any one defending it as a good and practical method of providing pensions for masters—though no doubt it relieves the tension on the consciences of the central authorities who know that they ought to be provided—bad as it is, it undoubtedly acknowledges, fully and unreservedly, the equity of our claim to a pension on retirement. Though it has almost always remained a dead letter—the governors alleging lack of funds—yet, to their honour be it said, they have frequently admitted the force of the claim for a pension by making some kind of provision for head masters retiring after many years' service. But this sort of provision is quite uncertain and altogether inadequate, and it is now full time that the spirit of the clause should be carried into effect. In imitation therefore of the police officers, who secured in 1890 the passing of a Superannuation Act, in accordance with which a police official can, under favourable circumstances, retire after twenty-six years' service on two-thirds of his pay; and of the Poor Law officials, whose Pension Bill became law in 1896, after an agitation extending over a great number of years, we must bring this question to an issue, and agitate for such a provision as will place us in a position of equality with other public servants. I therefore now proceed to ask what kind of a scheme is suitable to our case, and how can the claims of equity—as between us and the public—be evenly adjusted; and this leads me to a review of one or two of the leading systems in operation.

Civil Service Scheme.

Passing over Army and Navy pensions, I come to the scheme which is universally prevalent in all branches of the Civil Service, the two main provisions of which are:—

1. After ten years' service any official, who is incapacitated for work, may retire on a pension of ten-sixtieths of his salary; after eleven years on eleven-sixtieths and so on, till after forty years he may retire on forty-sixtieths, *i.e.*, two-thirds of his salary, which is the maximum pension.

2. An official may retire at the age of sixty on the ground of age, but he must retire at sixty-five.

It may be roughly said that the pension schemes of all railways, banks, and insurance offices—as well as that of the Poor Law Board—show a general agreement with the Civil Service scheme in these two features, but many of them contain another provision which is absent from the Civil Service scheme, *viz.*:—an annual contribution from all officials.

This amounts to 2 per cent. on the year's salary under the London School Board, varies from 2 to 3 per cent. under the Poor Law Board, is 2½ per cent. in the police force, and averages about that amount in very many other schemes.

Now applying these facts and figures to the elucidation of our own case, I notice that the two bodies of officials who have recently obtained Pension Acts from Parliament, *viz.*, the Police and Poor Law Officers, pay an annual contribution, though the Army and Navy and Civil Service, who have enjoyed pensions from time immemorial, are exempt from such payment. We must, in my opinion, in the same way, do something to show that we are in earnest and anxious to help ourselves, and we ought to be willing to make an annual contribution of 2½ per cent. from our salaries.

Age of Retirement, and Ways and Means.

I now come to the more difficult questions of the age of retirement and the amount of the pension, and here most of the schemes do not give us much direct help. A clerk often enters the Civil Service or a bank at the age of sixteen to eighteen, and is well under sixty when he has put in forty years of service and has earned the maximum pension. But the average age when a man becomes a Headmaster is probably a little over thirty, and the best expert opinion that can be obtained—that of the Associated Headmasters of England—a body which expresses the views of the great mass of secondary teachers in England—is in favour of fixing the age of retirement for Headmasters at fifty-five. The London School Board scheme fixes the retiring age at sixty. A Headmaster beginning at thirty should not put in forty years' service. A well-educated assistant-master commences work at twenty-three or twenty-four years of age. Thirty-six years' service as either a Headmaster or an assistant, or both, might therefore be rendered before the age of sixty.

Perhaps the following recommendations would, on the whole, most fairly meet our case:

(1) All teachers—male or female—under the Central Board, whether heads of schools or assistants—shall retire at the age of sixty years, but they may retire at fifty-five, or stay on till sixty-five, with the consent of their Local Governing Body.

(2) Any teacher, who is incapacitated for work, may retire after ten years' service on a pension of ten fifty-fourths of his salary; after eleven years on eleven fifty-fourths and so on, till after thirty-six years' service he is entitled to thirty-six fifty-fourths, or two-thirds of his salary, which is the maximum pension. The salary here referred to is the average salary of the last five years.

(3) Every teacher shall contribute annually $2\frac{1}{2}$ per cent. of his salary towards the Pension Fund.

(4) All teachers already appointed may retire at the alternative ages indicated above, on the maximum pension; but those over a certain age at the time of the initiation of the scheme may be called on to make a higher annual contribution.

(5) All other officials of the Central Board and clerks to Governing Bodies shall receive similar pensions on payment of the same contribution, with special attention to special cases.

Retirement under Age.

There are of course many and important questions needing discussion with which I have not dealt, and perhaps I had better refer to one or two of them.

In what cases should contributions be returned to those leaving the profession? I would make no return to an assistant master who gave up teaching before the lapse of five years. Such masters get employment in a school while preparing for some other profession, and their competition forces down the salaries of those who intend to remain teachers. On the other hand, I would deal generously with lady teachers withdrawing upon marriage. Should a teacher retire under any other circumstances after serving five years, but before he was entitled to the minimum pension, perhaps his contributions might be returned, without interest, and less 5 per cent. for the expenses of management. No return is made in case of voluntary resignation or death under the Poor Law system, though a limited gratuity may be given; and it must be remembered that the stability of the fund is greatly increased by such windfalls as I have just referred to—but I feel that it is unnecessary at present to enter into further details; no doubt a considerable amount of discretion in these cases might be left in the hands of the Central Board or other managers of the fund.

How to form a Pension Fund.

I now come to a difficult consideration: How is such a Pension fund to be formed? We are all aware how hard it is in our country to secure adhesion to anything new; every judge grounds his decision on some case already decided, and every charter of our liberty is supposed to be merely stating customs which have always existed. I have therefore studiously avoided anything like a dangerous originality; every proposal I have made is founded on some provision in public regulations already in force, and on this point, I venture to fall back on the second part of a provision which is contained in all our schemes, and to which I have referred before (Section No. 58 in the Denbighshire scheme). I have previously discussed the first paragraph of this clause, which I do not think is likely to be of any use to us. The second paragraph reads as follows:—

"The county governing body may contribute in common with any other county in Wales towards the formation of a joint pension fund." Such a fund might be formed by: (1) the contributions of the teachers, clerks, &c., arising from the assessments on their salaries; (2) a grant from the county governing bodies; (3) a Treasury grant.

Statistics.

What proportion the teachers could contribute is difficult to determine. I have consulted an experienced actuary, but it is almost impossible at present to get exact data, and the question is complicated by our ignorance as to what proportions of contributions would have to be re-imbursed to those leaving the profession. He has worked out the details in the case of the Poor Law Board, and he tells me that the state bears one-half of the expense, and the officials (who, however, are very numerous), the other half. The directors of the Great Western Railway Company bear the same proportion of the cost of their Pension Fund.

I have collected a number of interesting details which may be useful at a later stage, but I will not trouble you with them at present, especially as I have already occupied so much of your time. Perhaps a good working scheme might be framed on the following lines: (1) The county governing bodies to jointly contribute such a sum annually as will, together with the teachers' contributions, meet half the demands of the superannuation fund. This would never involve a large contribution from these bodies, and only a very small one for the next twenty years, as the average age of even the headmasters is probably not more than thirty-three years. (2) The Treasury to make an annual grant sufficient to cover the other half of the cost of the fund, just as it now contributes to the expenses of our schools an amount equal to that paid out of the county rate. I have already stated that the State contributes one-half to the Poor Law Pension Fund, and bears the entire expense of the pensions received by the Army, Navy, and Civil Service.

How is such a Pension Scheme to be carried?

I have pointed out before that we have at least two cases in which public officials have secured from Parliament a recognition of their claim to a pension. These two precedents are the Police Pension Act of 1890,

and the Poor Law Superannuation Act, which was passed, after many years of agitation, in 1896. After full enquiry and discussion, we should, in my opinion, pass a series of resolutions embodying a scheme which, while doing full justice to our claims, will at the same time be likely to prove acceptable to the county governing bodies, because our demands on their funds will be strictly moderate.

Our next object will be to secure the sympathy and assistance of the Central Board. A bill should then be introduced into Parliament, under the auspices of the Welsh educational authorities, and it would be our duty in our several localities to use every influence we could bring to bear to support it and secure its success. We shall probably have an opportunity during the agitation for the exercise of all the tact and patience and courage we possess, but I have no fear as to the result, and no doubt that in the long run we shall be successful. I do not believe that the hopes raised by our schemes can be entirely belied, or that the warm-hearted Welsh people will be wanting in a great and generous sympathy with our legitimate aspirations.

A PLEA FOR GENERAL SECONDARY EDUCATION IN 1678.

CHRISTOPHER WASE, SCHOOLMASTER AND UNIVERSITY BEADLE (c. 1630-1690).

By Professor FOSTER WATSON.

THE unsettled state of England during and after the Great Civil War must have had many effects on education. Such men as Jeremy Taylor became "schoolmasters by necessity"—driven away from their livings. During the time of Cromwell, we learn, in Scobell's "Collection of Acts and Ordinances" (1640-1656), that Parliament interfered on a number of occasions. In 1644 Sir William Brereton was given power, in Cheshire, to eject scandalous or malignant ministers or schoolmasters. In 1649 and 1650 it was enacted that tithes belonging to the Catholic hierarchy should be appropriated and vested in trustees and devoted to the payment of famishing ministers and schoolmasters, and in the same year an Act was passed to eject scandalous ministers and schoolmasters in Wales. In 1654 commissioners were named for ejecting scandalous ministers and schoolmasters, and in 1656 their appointments were confirmed for three years. It was enacted further that no minister ejected should keep a school in the place from which he had been ejected. It would be very interesting to discover how far the war affected both Churchmen and Dissenters. These Acts show that there were difficulties which were felt by the State. How much more keenly must the difficulties have pressed on the teachers themselves?

But there appears to have been a suspicion amongst some people that the grammar or free schools which had come into existence during the reigns of the Tudors, together with James I. and Charles I., had helped to produce a race of men prone to discontent. Much learning, it was argued, had made men ready to question the most settled convictions with regard to the foundations of the State. Men were political sceptics. The analogy in our time would be if men were to argue against the acquisition of knowledge on the ground that it leads to agnosticism.

It is curious that writers of our age look upon the Puritanic patriots, who came from the old free schools, as the justification for these schools. It is urged that, even if the whole of the Tudor school foundations just succeeded in producing a few of the patriots, and had helped on their development, they were more than worth their outlay. But in the age immediately following the Civil War we find the suggestion that, since the free schools had on their lists those who rebelled against their King, this in itself was *prima facie* evidence against the utility of education and definitely fatal against the promulgation of free schools.

It is to protest against speakers and writers of these views that Christopher Wase wrote his "Considerations concerning Free Schools" as settled in England in 1678. On this point, he says that it is unfair to charge the schools with the trouble of the late "civil commotions." "It is precarious," he goes on, "to fix it upon this education. Grand authors of the troubles were politicians of a higher form; and noted officers that executed their designs were many men illiterate, pure instruments, beneath such ingenuous breeding. Besides, if some bred up under this discipline have failed of their duty through a deceived or depraved judgment, notwithstanding all engage-

ments to the public and long habit of private obedience, must the master be censured?"

With these sentences before us, we seem taken back at once to Wase's own age. But the indomitable persistency of the writer in making good his position that, so far from there being too many free schools there was need for still further foundations, and above all for a strengthening of those already existing, brings to the front arguments which are fresh and vigorous for us at the present day, in our pleadings for the suggestions of the Secondary Education Commission to be carried out.

It was the complaint of Wase's age that there was already a superfluity of learned people, that scholarly youths could not find adequate employment—in other words, the Church, the law, medicine are all full. What is the good of pouring into the filled cup? Granted, says Wase. "But whither should we turn over these supernumerary scholars? To the more profitable plough? Alas! corn is a drug. Farmers throw up their leases, they are so undone with plenty. To grazing? Wool bears no price in the market. But yet to other more beneficial manufactures, the tailor, the hatter, the weaver, others; these abound with men, but want work. *All trades think themselves overstocked. Some have fancied the world to be so, that if men did not in wars kill one another they must eat one another.*" But the truth was that boys from the free schools not only went into learned professions, but also helped to lighten up some of the dark hours of tradesmen's lives with thoughts shaped and moulded to the memories of more or less liberal studies. To prove that even for the professions there were not too many scholars, Wase computes the number of inceptors at the Universities at about three hundred, and points out that there are from 10,000 to 15,000 incumbencies. For the succession of ministers to be maintained by University men, it is clear that this number is grossly insufficient. But over and above this presumptive evidence, Wase shows that "so many" private schools are "judged allowable." Parishes made "voluntary contribution" to keep masters in the towns. "No specious reasoning," says Wase, "can conclude against experience." In addition to the private teachers, there was the semi-private provision of the Church, which by the canons of 1604 gave liberty to all vicars and curates to take out a licence to teach grammar. Now all these indications of a demand and a supply placed Wase's position above that of a mere theorizer. He was not reduced to arguing for the toleration of secondary education. His position was that of educationists to-day. Secondary education is necessary for a certain percentage of the population. Is the supply of schools adequate? The only further question is: Is it to be done well or ill?

The methods by which he wishes existing free schools to be improved are: (1) Augmentation of the masters' wages; (2) further exhibitions to scholars; (3) that children of all classes, the poor and the gentry, should be taught together. As to augmentation of the masters' wages, a portion of the passage is worthy of quotation: "Nothing, might seem a more effectual motive to the well disposed to enlarge their beneficence, than the weighing the assiduous labours of teachers against their incompetent maintenance. Be it the condition ordinarily does not require those large expenses which higher stations exact; yet, to be abridged in necessities must needs discourage labour; and the mind under daily distractions can less intend its more desirable charge." Epigrammatically, he adds: "Nothing is of its own nature more expensive than want."

As to scholarships, Wase points out that to give scholarships of short length certainly multiplies scholars, but it does not necessarily advance learning. The existence of adequate scholarships not merely attracts those who win them, but also those who are prepared to compete. They make a school's reputation. They do not "burthen the land with a multitude of unnecessary scholars, but furnish the functions both of Church and State after their several capacities with apt instruments without impeachment to the rich and the noble."

More fresh and suggestive is the plea that the gentry should send their children to the free schools instead of employing a private tutor.* They would thus augment the stipend of the master, whilst they diminished their own expenses. And, as to the gentleman's child, Wase acutely puts it: "Having escaped

from the indulgence of parents and flattery of servants, he is not translated into a select society, being unacquainted with emulations and formalities, unwary of friendships, only durable till by respective interests divided; but betimes engages in a mixed conversation, the true image of life. He strips himself to severe labour, takes the place due to his industry, not his birth, and begins to see somewhat in persons of lower fortunes worthy to be honoured. . . . The room for study is but a sojourning, not an habitation. Its meanness the more endears the parent's house."

One of the difficulties of the time was the government of the schools. The governors themselves were often inexperienced, unacademic, if not illiterate persons. It is, therefore, not surprising that Wase recommends that, at any rate, country schools should seek to ally themselves with some hall or college in the Universities. It was the custom, when vacancies occurred in headmasterships, for governors at such schools as were thus connected to send letters under their common seal to the Masters and Fellows of the college to ask them to nominate two or three Masters of Arts, of whom the governors then chose one for their headmaster. In some cases, indeed, the college actually nominated and elected the head themselves. Amongst schools named by Wase as connected with colleges are Shrewsbury, with St. John's, Cambridge. With the same college was Sedburgh, in Yorkshire; Pocklington, in Yorkshire; Rivington, in Lancashire; Stamford, in Lincolnshire; Spalding, in the same county; Aldenham, in Herts. In connexion with Sidney Sussex College, Cambridge, was Houghton Conquest; with Emmanuel College, Cambridge, Godmanchester; with Trinity College, Cambridge, Stevenage, Herts, and Uttoxeter, Staffordshire. So at Oxford, New College directed Thame and "Adderbury"; Corpus Christi College, Cheltenham; and Queen's College, Childrey, in Berkshire, Northleach, in Gloucestershire, and Appleby, in Westmoreland; Brazenose College, Charterbury, Steeple Ashton, in Oxfordshire, and Middleton, in Lancashire. Wase thinks that such corporations as collegiate churches, ecclesiastical patrons, noblemen, and the greater companies of London may be left to manage their own schools.

Wase insists upon a need of close understanding between the town and the master. If they have a good master, the town must respect him. "That a fair esteem may be acquired from abroad, it must be maintained at home." What are the marks of a good master? He must be of sound principles and good example. He must be diligent in laying the foundation of religion, arts, and sciences. Dexterity in teaching and sagacity in discerning the temperaments of his scholars are, he says, "felicities of nature," yet they can be cultivated. Even if townsmen do not themselves understand Latin and Greek, they can, if they will, easily understand the "deportment and industry" of their master. They must esteem his work. He is a fellow-labourer with the minister of religion. This thought should lead to a true valuing of the schoolmaster. An instance of respect of the town to the master is given in the case of Shrewsbury. At this time the mayor of the town and the head schoolmaster joined by a legal settlement in letting out the school-lands. "An honest constitution," remarks Wase, "since, by that means, neither will the townsmen lie under a temptation to misconvert the pious use, nor shall the master be able to impair the revenue." Such a partaking in authority and responsibility is termed an *enfocement*, and is strongly advocated by Wase.

Virtually, then, Wase's remedies amount to an increase in benefactions to schools from the rich—whether from the gentry or those in trade—and to the improvement of the status of the teacher by giving him more income and more power and responsibility. Compared with present-day demands, we see that we have advanced to the position that education is so important a national concern that the State must provide the necessary funds, as benefactions do not arrive when and where they are wanted, and that the status of the teacher is not improved by merely giving him power, but by giving him such a preparation and training as make him an authority on his subject.

Wase disclaims the intention of treating thoroughly on school method, but he finds room to trenchantly remark that "our modern Januists of the Latin and Greek tongue seem in great measure to leave grammar and build upon dictionary." He is no advocate of abnormally quick methods. "Due length of time and depth of culture withheld rather palliate ignorance than produce scholarship. Errors in the ground-work first laid are rarely corrected by the scholars' after-diligence." Amongst

* The poet Cowper wrote his "Tyrocinium" to urge the exact opposite.

"master builders" in didactics he names Ascham, Charles Hoole,* and Mr. William Walker. One point Wase makes should be mentioned. He advises that Latin and Greek scholars would use their spare hours "to no small advantage if they were to converse with the poets of our own language." This recalls the fact that Charles Hoole had advocated the teaching of English in schools, especially mentioning Quarles' "Emblems" and George Herbert. As to religious education, catechizing was the current mode. Moreover, in many schools, the statutes enjoin that the schoolmaster should accompany the boys to church, and Charles Hoole relates how he always required an account of the sermon under its proper heads to be given by his boys. Wase makes an interesting reference to St. Chrysostom's "Golden Book of Education," translated into English by John Evelyn in 1659.

There is one other problem of the school dealt with by Wase which modern times can hardly be said to have yet worked out—the establishment of a good library in a school. Parents may buy for their sons (Wase says nothing of girls all his book through) books absolutely required as text-books, but there are "voluminous authors, pillars of a library, which would highly advance study, yet are not the purchase of every one that is most studious, and therefore best able to use them."

The school library, Wase suggests, should not consist of promiscuous, but only of "proper and organical," books. Best editions,† usually the latest, are to be desired, but even earlier editions of a good book are not to be despised. He points out the various classes of books required for a school, by a consideration of the scholar as a grammarian, linguist, and critic, in both Greek and Latin, and the various books required for each of these relations. Amongst the books are: Dictionaries and grammars, small, middling and large; locks and keys and doors of language; select orators, poets, historians (in editions accommodated to the narrow capacity of unripe judgments), especially when illustrated by tables genealogical, chronological, geographical; books of apophthegms, adages, and proverbs; rhetorics, small, middling, and large; poetic institutions, small, middling, and large; flowers of poetry, fables, mythology; epigrams, epistles. There should further be books for comparison in higher observations on common life, morals, policy; help in antiquities, precedents of solemn acts, erudition as to measures, weights, coins, habits, &c., of the ancients; exercise in critical reading of texts; geographical institutions, together with maps and globes; modern writers who have imitated writers in Greek and Latin.

Such a collection "cannot everywhere be made in one day." Recurring to a previous suggestion, Wase says that, if gentlemen would only send their sons to the grammar school, they could easily be induced at the entering of their son to bestow some book *such as the master should propose*. It will not, however, be enough to have books; there must also be a proper "repository." "In divers late foundations a room for books hath been annexed to that of the school." After provision of books has been secured, the next care is to preserve them. Wase would have a librarian chosen from the boys, one who is "studious, faithful, and discreet." He should be paid, so as "to acquaint him with the just and advantageous connexion of work and wages."

So far I have described Wase's views on secondary education. The whole object of his writing is to prove that higher education is a good thing, and that the facilities for it were not sufficient. But he goes further. He is of opinion that "education is absolutely due to man,‡ either as in his imperfect or corrupt estate.§ Every one agrees that there is occasion for some that are learned in all places. But Wase maintains that schools and masters should be in "every parish, every township for *petty scholars*." In learning the first rudiments it will be discovered whether the temper and inclination of children (be they of *rich or poor*) are such as "give hopes of being to good use advanced to

further studies." Writing, he says, in another part of his book, is a *universal* advantage. "To write in common life is necessary, and to write well commendable. The truth is in petty schools (and such are the most in every county) no small regard is to be had to it." Again, he says that none in his age are of opinion that the skill and practice of enumeration "can be too *universally* propagated. Some may with reason fear it is by many prevented from its noblest end, when employed to the discouragement of other more excellent arts and sciences, or restrained in a manner wholly to the service of secular advantage."

It would be going too far to conclude that Christopher Wase advocated universal elementary education in the sense we mean by it. But it will be observed he uses the term *universal*, and it is perhaps a justifiable inference that he meant by it that amount of universality which was obtainable, under the circumstances of his age, on a voluntary basis, by inducing various corporations and individual rich men to become benefactors to educational institutions to the greatest possible extent. There is a similar appeal by Charles Hoole in his "New Discovery of the Old Art of Teaching School." He makes a special appeal for the petty schools, as Wase particularly appeals for secondary schools.

Wase's book might be called a gentle dissuasive from thinking that there are too many schools at present. The objector is made to say: "But have we not free schools in almost every market town?" In substance, Wase's reply is: "Thank Heaven, we have a fair supply, and observe what a benefit they are to the country. But the good results which have come from the schools in existence are an argument for further foundations 'wheresoever they shall be found wanting.'" With regard to the old schools, however, their efficiency will be found to decline whilst the masters' salaries remain, as they usually are, "below envy." What was adequate enough in the time of the founder has become incompetent of itself for his reasonable maintenance. It would be equally to the honour and advantage of towns "that he be so far encouraged at least as to be enabled to attend his calling without distraction."

The details of Wase's life are most fully given in Wm. Cole's MSS. collection, Vol. XV., page 183, *et seq.* (British Museum). From this it appears that Christopher Wase was born at Hackney. He entered King's College, Cambridge,* in 1645. He translated Hugo Grotius's "Baptizatorum Puerorum Institutio" into Greek in 1647, and in 1650 published a translation of the "Electra." For some reason or other he was turned out of his Fellowship on account of this translation. It is supposed that in his preface or dedication he must have "reflected upon the proceedings of those times." He was accused in 1650 of leaving papers about for the raising of men, money, and horses for the King. He fled the college, and was captured whilst going from Holland to France, with letters on him. He escaped and served the King of Spain against the French. Eventually he came to England again and became tutor to William, Lord Herbert, eldest son of the Earl of Pembroke. In 1655 he proceeded Master of Arts and became Head of Dedham School, in Essex. About 1660 he became Head of Tonbridge School. In 1662 he published "Dictionarium Minus: a Compendious Dictionary English-Latin and Latin-English. Wherein the classical words of both languages are aptly rendered. By Chr. Wase, M.A., Master of the Free School in Tonbridge."

In 1671 Wase became Superior Beadle of Law in the University of Oxford, and Printer or Archtypographer to the same University. The method of election has been fully described by Anthony à Wood. "At that time were candidates Mr. Bennet, Noah Perkinson, and Gower Knight. But before the election was to be made, Perkinson desisted, and Knight by the persuasions (some say threatenings) of Dr. Fell, desisted also; so that then the masters were left to Hobson's choice, to choose Bennet and nobody else. Whereupon they, perceiving full well that Dr. Fell was resolved to get his man in, merely and by his authority, without any application to them, and Bennet's little striving for it (only for form's sake) without applying himself, according to the manner, with cap in hand to gain votes, they were resolved to cross the matter. So that when the election was to be on the 10th of the same month, a majority of the masters joined together (headed and encouraged chiefly by a clownish factious person) did, in despite of Dr. Fell, his mandamus and authority,

* In his "Methodi Practicum Specimen" (1660) Wase says that, though personally Hoole was unknown to him, "yet, from his translations seen by me and the preface to Cato's 'Distiches,' I have honoured him not only as candid and industrious, but also acutely judicious in didactics."

† His opinion is: "To be skilled in the *choice of editions*, and withal so nice as to nauseate what is not most elegant in print and binding is not discretion in a poor student, but luxury."

‡ Cf. Comenius. § Cf. Milton.

* From Eton.

of the heads of houses, seniors, and the sober party, set up and choose a mere stranger, who lived remotely from Oxford, named Christopher Wase (sometime Fellow and Bachelor of Arts of King's College in Cambridge, and afterwards a schoolmaster in several places) to the very great discomposure of Dr. Fell and something to the discredit of the University, as if not able to afford a man to execute the said office. Afterwards Wase came to Oxford, was sworn, and took possession of his place; but Dr. Fell, who had received a character of him, would never let him enter the Architypographer's place, because, as he usually said: 'He was not a fit person for it, as being not a person of sobriety,' &c. So that, from the death of Mr. Clarke to this time, the Superior Beadleship of the Civil Law and the Architypographer's place has been disjoined" (*Athenae Oxonienses*, Vol. II., Col. 457-8).

Cole, in his MS. account of Wase, quotes from a letter of Dr. Worthington to Samuel Hartlib, written in 1661:—

Herewith I send a little essay of Mr. Wase; pray send it from me to Mr. Beal. I wish it had been better bound. I had it thus from London. I the rather send it to him because it was the composure of one that had his education at Eton and King's College. . . . This Mr. Wase came from Eton about twelve years (or more) since. He now lives in Essex. He was one of the rarest youths in the school, when he was there. Many years since he turned Grotius's Catechism into Greek verse; and another schoolfellow did it into English. Mr. Wase published that ancient poet Grattius Faliscus, his "Cynegeticon" or poem of Hunting, and translated it into English verse, and added notes. . . . He hath of late years employed himself about a shorter (and cheaper) Dictionary* for young scholars. He began with the English, of which there was need, there being very improper and impertinent Latin for some English words, to the great discouragement of young scholars, and for some words no Latin at all. . . . I hear that the dictionary will be a cheap one, as I wish all things of general use might be made to be.

Later on, Worthington adds:—

Mr. Wase, whose little book I sent, is now removed from Dedham, and chosen to the School at Tonbridge. He was nominated for Merchant Taylors' School in London. It was carried by one voice against him, for one who was son to one of that Company. He is fitted for other (and more splendid) employments than the composing of a Dictionary, but I look upon it as a great piece of humility and also of charity to undertake this work. Tonbridge School is not so obscure as Dedham. Indeed, that more public schools in London (or any such) would have been happy in him, whose worth, when he was at Eton, did so shine out, that Dr. Whichcote, at his first coming to the Eton election, about fifteen years since, took notice of it, and made choice of Wase for King's College, who had no friends to recommend him, nor anything but personal worth.

That Christopher Wase was well looked upon is evident from the fact that Edward Waller wrote some laudatory verses to Wase's translation of the "Cynegeticon." Waller trusts that Wase will "court the eye" with more works:—

Since none does more to Phebus owe,
Or in more languages can show
Those arts which you so early know.

In his turn, Wase writes hexameter and pentameter Latin verses on John Evelyn's translation (1656) of the first book of Lucretius, "De Rerum Natura." In 1657 he wrote a long Latin ode to precede Oughtred's "Trigonometria." Cole quotes from a MS. that Wase "was a man of parts, almost to a miracle, and all say that he put out many books for the help of young beginners." To those already mentioned may be added a translation of "Cicero against Catiline" (1671); but Wase's other books in the British Museum Catalogue, and the subjects of others in Cole's MSS., could be of no help or interest to young beginners, if to any one else. In the discourse prefixed to the eighth edition of Leland's "Itinerary," Hearne speaks of Wase as "that eminent philologist," and in Nichols's "Literary Anecdotes," III. 469, John Loveday says: "Chr. Wase was one of the most eminent philologists which England could boast of in the last age." On the other hand, as we have seen, Anthony à Wood clearly, with good reason or without, did not like Wase. I have given Wood's account of Wase's election. There is another reference to Wase. In the "Life of Wood" prefixed to the "Athenae Oxonienses," an account is given of the reception of King James II. at Oxford in 1678. After the Vice-Chancellor had spoken a short Latin speech, there was a pause

till all got on horseback, "but Chr. Wase, the Superior Beadle of Law, being a mere scholar, and troubled with shaking hands, could not get on horseback, but was helped up, and when he was, he could not hold his staff upright, but crossways, because he would hold the bridle, which caused laughter in some and anger in others."

Christopher Wase died in 1690. Granger speaks of an engraving of Wase as being extant. I note that in the "Dictionarium Minus"* there is an order of Charles II. protecting Wase in all privileges for a book so painful and advantageous, for a space of fourteen years.

Whatever estimate may be made of Wase—and there is a *via media* between Waller's praise and Wood's contempt—as an educationist he is constant. His book, "Considerations concerning Free Schools in England," written as a Law Beadle at Oxford, is as strenuous, as loyal, and as tactical as it could possibly have been if it had been written by him as Master of Tonbridge. It comes from him with a better grace. He has a conviction with regard to education: he thinks, if it is to be good, it cannot be cheap; further, that, of all kinds of cheapness, cutting down the master's salary is the most pernicious. He thinks that, if the free schools are good for the poor, they would be good for the rich. He wishes to see them multiplied up to the need for them. The elementary education of writing and arithmetic he wishes to see within the reach of all. He has the courage of his convictions; he says as Law Beadle what he thought as schoolmaster.

ANNUAL MEETING OF THE ASSISTANT-MASTERS' ASSOCIATION.

THE general meeting of members was held in the Theatre of King's College on Saturday, January 22. The chair was taken by Mr. J. W. Longsdon, the President of the year.

Mr. LONGSDON, in presenting the seventh annual report, apologised for its apparent meagreness. This was due, not to the lack of method, but to the Treasurer's dislike of long printers' bills. The past year had been distinguished by the establishment of Sub-Committees. The most active of these had been that for dinners and smoking concerts. The Parliamentary Committee had had to sit with folded hands and watch for the moving of the waters. The Executive Committee had issued no detailed report; but they had been by no means inactive, and devoted many long afternoons to getting through yard-long agenda papers. Their professional Agency had grown till it had become too large for the Association to undertake, and now, thanks to the tact and energy of the Honorary Secretary, it was merged in the Joint Agency, which in a few months' time would be a working concern. The membership of the Association had risen in six years from 72 to 1,133, and these figures hardly represented the real increase, as all whose subscriptions were in arrear had been ruthlessly eliminated. It had been found that the Association could not be satisfactorily worked solely from the centre, and in 1897 six new branches had been added. To turn from history to prophecy, their work in the immediate future would be to set in motion the Joint Agency scheme, to draw up a provident scheme for members, and to keep an eye on educational legislation, or, possibly, on the absence of it. The Duke of Devonshire, in his speech at Giggleswick, had seemed to promise an immediate Bill on Secondary Education, but his language was very carefully guarded, and for the next session they could not hope for more than some small Bill dealing with County Councils and making their educational work permanent. They would have, further, to consider the question of a press organ. Their present organ represented primarily the interests of the Associated Headmasters, and many members complained that it was dull, and carried no weight. It was time for the Association to consider whether they should not have an organ of their own. Lastly, he asked whether they should not endeavour to make membership of their Association equivalent to a Government association. They were not a trade union, and never aspired to be one. Though the salaries of assistant-masters were wholly inadequate, yet they could not agitate for a rise on trade-union principles, because they put their work before their wages. In the words of their first Treasurer, the main object of the Association was to increase professional feeling.

Mr. ARTHUR SIDGWICK gave a full and lucid account of the Oxford scheme for the training of teachers. He did not profess to be more than an amateur, as were most of the supporters of the scheme. They were still groping their way. Certain resident members of the University,

* This is spoken of by Francis Gouldman in his preface to his Dictionary (1678) as a "compound of Calepin, a book of good use."

* Which was not only praised by Francis Gouldman, but also by the better-known Dr. Littleton in his preface to his Dictionary. This compendium of Calepin, he says, "is done with so much judgment, that one can hardly find anything which savoureth of barbarism."

finding little encouragement in the University itself, had decided to try whether they could not run a training scheme by themselves, when one of their members was elected to the Council, and found so much support that they determined to press the matter with the authorities. Fortunately one of the Delegacies happened to have a considerable balance in hand, and offered to bear the expenses. The main objection was thus removed, and after an obstinate fight, with the details of which he would not trouble them, the present scheme was passed. The special feature of the scheme was that, while the University conferred the diplomas, the organization was largely left to the Delegacy of Local Examinations. They paid the piper and called the tune. In framing regulations they had carefully studied the system of primary training colleges, but the conditions differed in one essential respect. In the case of secondary teachers they might assume general culture, and consider only professional training. To carry out the scheme they had appointed two teachers, one for men and one for women. The functions of these teachers were various, but fell mainly under three heads: (1) To suggest books and expound the more difficult parts; (2) to see students in private and act generally as college tutors; (3) to organize and carry out the practical course. "Practical training" was an ambiguous phrase which had caused some confusion to outsiders. It embraced two wholly distinct sections: the work of the candidate on paper, and the test of practical efficiency in the classroom. In spite of strong opposition they had stuck to this double test as essential. It was possible to do good paper work and yet be a "crank" when you came to school. They had so far had two classes of students, novices and men and women actually engaged in teaching who still desired their diploma. For both classes the training was on the same general lines; but for the latter holiday courses were provided in which the work was more compressed and necessarily harder for the time. Besides the practical test and the written examination, candidates had to pass an apprenticeship, that is to say, they had to satisfy the Delegacy that they had spent a certain time under supervision in a school approved by the Delegacy, and gained the *testamur* of the Principal. Passing to the more general question, Mr. Sidgwick reviewed some of the difficulties and objections that have been raised against training. There were some of the best masters in the best schools (though these were a decreasing number) who did not believe in training at all—in particular, Mr. E. E. Bowen, of Harrow. There were urged the practical difficulties, the time and expense involved, the danger that it would deter the best men from entering the profession, the unnatural conditions under which training took place—it did not follow because a student succeeded with a class in the presence of the training master that he would be able to face the undiluted British boy—the encouragement of conceit and narrowness, the fear that those who had no natural aptitude would put themselves in training, and so disturb the present process of natural selection. Instead of answering categorically all these objections, which would be tedious, he would appeal to two facts which no competent authority could dispute. Though English public schools had so far got on without training, and done good work, and though in the last twenty-five years there had been a vast improvement, yet in most public schools there were two or three utterly incompetent masters; and, short of that, if you asked any candid teacher whether, in his early years, he had not made many and serious mistakes, and wasted valuable time, he would not deny it. Secondly, he would appeal to the results of training in primary education. The masters there were drawn from a very different class; the material in the first instance was distinctly worse; yet, in spite of the inferior material, the inadequate and by no means ideal training, in spite of the fact that a good many elementary masters think more highly of themselves than they ought to think, and are uncultured, yet as a class they know their business better than secondary masters. If any one doubted the fact, let him go into a Board School and see how a big class of rude unlettered boys was tackled. The great obstruction lay with headmasters. They said they could not afford to put an extra screw on teachers, and so limit their market. Yet their attitude towards training was rapidly changing, and he had met many headmasters who took the other line. Training was an extra expense, and every effort ought to be made to meet it, yet a man cannot expect to be trained for nothing. Every other learned profession required special training. They must look first to the interests, not of the teacher, but of the children.

Mr. RICHARDSON, of Winchester College, proposed, and Mr. MARSH, of Bedford Modern School, seconded, a vote of thanks to Mr. Sidgwick for his address, which was carried by acclamation.

The first resolution: "That this meeting hopes that an annual Government grant will be made for the professional training of those who wish to become qualified as teachers in secondary schools," was proposed by Mr. F. STORR.

Mr. Storr said there was no need to labour the principle involved in the resolution. All were now agreed that State aid in some form or other was needed for secondary no less than for primary education. The only question was what form it should take. The report of the Secondary Education Commission on this point was faltering, and not quite consistent. On the one hand, they seemingly endorsed the plea for a special scholarship fund for training students, pressed upon

them by evidence again and again repeated. On the other hand, they accepted the general view that, apart from buildings, a training college should be self-supporting, and added a significant rider of their own: "There is no good object to be gained by bribing ordinary persons to enter into any one, rather than another, of the learned professions." He ventured to think that this apparently harmless platitude could not be applied without reservation to existing conditions. The other learned professions, such as law and medicine, were provided with all the plant and apparatus for training by the accumulated wealth of centuries. Teaching was hardly yet differentiated as a profession, and had to provide the whole equipment. In the report of the Training of Teachers Joint Committee there was no such hesitation. Not only was the necessity for scholarships urged, but it was resolved that "public grants (from State and local sources), as well as private benefactions, may properly be solicited for the foundation of lectureships and scholarships and for material equipment and building." He had signed that report and heartily agreed with it, yet he should have preferred the omission of the last words of the resolution. He hoped to see springing up all over the country training schools on the lines so admirably sketched by Mr. Sidgwick, but he thought that, at least in the first instance, these schools should be in close connexion either with a University or a University local college, and the best form State aid could take would be a capitation grant, which might be applied at the discretion of the University authorities either to lectureships or to scholarships. He strongly deprecated a national competition for secondary masters like the Queen's Scholarships. Assistant-masters, as a class, were miserably underpaid, and there was little inducement to enter the profession. But wages could not rise till their status was raised, that is, till they became a profession in the true sense of the word. Private efforts, as in the case of the Cowper Street Training College, and that of the College of Preceptors, had failed, or proved wholly inadequate, and the State was bound to lend its aid, and, having provided the machinery for training, to clinch the matter by a Registration Bill.

The resolution was seconded by Mr. J. S. THORNTON, who contrasted the millions spent by the Government on the Army and Navy with the pittance doled out to education.

The resolution was carried unanimously.

Resolution II., "That this meeting desires to again impress upon the Government the urgent need of a Bill for the registration of persons qualified to teach in secondary schools," was proposed by Mr. W. C. MASSEY, of Bedford Grammar School, and seconded by Mr. A. G. MUNRO, of the City of London School.

The resolution was carried unanimously. After votes of thanks to the out-going President and the Hon. Secretary, the company adjourned to the Holborn Restaurant, where some eighty guests sat down to dinner.

CORRESPONDENCE.

MORE PHONETICS.

To the Editor of The Journal of Education.

SIR,—I addressed a few remarks to you last month on the subject of teaching the pronunciation of foreign languages by phonetics, discussed at the recent meeting of the Modern Language Association, which I am desirous of supplementing.

Considering the very inefficient pronunciation of these languages by Englishmen in particular and their defective ear for linguistic sounds, I would gladly welcome any method calculated to bring about a better state of things, but I cannot, to my regret, acknowledge that this object can be effected by any system of phonetics which can be conceived. That part of the pronunciation which alone could be taught, and possibly somewhat more easily, by phonetic signs is not the part which is most difficult of attainment, and defects in which betray even the foreigner who has an extensive acquaintance with the language. What a stranger really wants and really finds difficult to acquire is the reproduction of certain sounds peculiar to the language he is learning, and which his organs of speech are at first incapable of framing—such, for example, as the German *ö* (French *eu*) which many teachers are satisfied with telling us is "somewhat like the sound of *ur* in *cur*."

What the advocates of phonetics are endeavouring to introduce is a method by which either the same sound will always be represented by the same letter, or, where the alphabet is defective, certain signs or symbols to supply the gap, and in order to effect this they will, in many cases, have utterly to disguise the word in question, or place the new form side by side with it. In either case the student will have to familiarize himself with two forms, the accepted written and the phonetic, one of which it will

subsequently be necessary to forget, but which, especially in the case of a younger student, will be liable to cling to him in after life and much impair his correct orthography. Then, again, the phoneticians will, in order to be consistent (and it is this very consistency which spoils their system), be compelled to alter the outward form of many words where such an alteration is quite unnecessary and teaches nothing. Take, for instance, their own watchword "phonetic," which they must, of course, write "fonetik," unnecessarily altering a double and a single consonant, which could only be pronounced one way by an educated person in any European country, and even then they would not succeed in getting the word pronounced exactly alike by natives of the different countries. The Frenchman would probably say "fonetek" and the German "fonaytik" (using English symbols).

To me it seems that a much better plan, though even this would not insure an absolutely correct pronunciation of, say, the various vowel and diphthongic sounds, such as German *ö* and *au*, French *l*, short English *a*, &c., would be to adopt a system somewhat similar to that employed in foreign dictionaries and grammars to assist the private student in mastering the difficulties of English pronunciation—that is to say, the use of different type or signs, above or below the letters, to indicate the various sounds. Such signs could easily be drawn up by an international convention, and educational printers in all countries would find it worth their while to procure the necessary founts. I cannot, of course, give full examples to illustrate my meaning, but the use of the long and short marks as in Latin (*-*), cedillas, circles, &c., would effect the object; the accented syllable could be indicated, and mute letters be printed in italics, as, for example, *croir*, *wa/k*, *played*. Thus no word would be mutilated or disguised, always appearing to the eye as it would be found in after-experience.

Of course such a system would be far from perfect. It would not differentiate, for example, the short German, French, and English *a*, the English *oy* and the German *eu*, and the various Continental simple vowel sounds, which are only occasionally identical in any two languages. All I wish to maintain is if any system that can be devised will facilitate the acquirement of a correct pronunciation, and save the time both of teacher and learner, this one, at any rate, is preferable to phonetics—valuable as they are in their right place.

I am pleading chiefly on behalf of our English students. My experience abroad of their efforts to pronounce even a language so comparatively devoid of alien sounds as the German, and in *viva-voce*-ing candidates who have had the advantage of listening to a native teacher, convinces me that we are in this regard far behind other Continental nations, and that it is quite time something was done to remedy the defect.—I am, Sir, yours faithfully,
H. S. BERESFORD WEBB.

THE DATIVE IN MODERN GREEK.

To the Editor of *The Journal of Education*.

SIR,—Having read with much interest your review of Dr. Jannaris's excellent work, "An Historical Greek Grammar," I wish to draw attention to one statement in it which, whether a direct inference or not from the work itself, conveys a false impression as to actual contemporary practice. It is this, with regard to the *dative*, that "the dative has disappeared"; and, further on, "this carried with it another consequence—the attachment of a preposition like *ἐπί*, *περί*, *ὑπό*, which could be joined to three cases, gradually became limited to the accusative." To refute the correctness of this statement I will not quote from any books of contemporary Greek authors, lest it might be said that the style was due to the individual preference of the writers, but I take up any chance number of a newspaper to hand on my table, and, glancing down the columns, find instances such as the following; and, as we note them, let us bear in mind that the Greeks, as is well known, are a newspaper-loving people, that the literature we are thus quoting from is that read by the people every day, also that the instances are taken not from carefully written articles, but from chance paragraphs and the ordinary advertisements. Thus, to begin with the dative directly governed by the verb: we note in the "Ἄστυ of December 24 (O.S.), *passim* in the paragraphs: "*ἔπεμψεν αὐτῷ*"; "*εὐχόμενος ὑμῖν*"; "*ἀνεκοίνωσεν ἡμῖν*"; "*τῇ ἐγκρίσει τῶν ἀρμοδίων ἀρχῶν*." Again, in another part of the paper, we come across such sentences as the following:—"Τοῦτο ἐγένετο τῇ παρακλήσει τῆς Πύλης"; "*ὑποδείξωσιν αὐτῷ τὴν ἀνάγκην* . . ." As for the dative with

prepositions, it is most frequent. To quote from the advertisements:—"Πωλοῦντων παρὰ τῷ Κυρίῳ," κ.τ.λ.; "*παραγγελία ἐξ Εὐρώπης ἐπὶ ἀπλῇ προμηθείᾳ* . . ."; "*κατηγορία ἐπὶ δειλίᾳ*." And even in the advertisements the use of the dative is not limited to that with the prepositions, but we have as a common expression: "*Γνωστοποιούμεν τῷ φιλανθεῖ κοινῷ*," κ.τ.λ.

Moreover, lest I should be told that my examples are taken only from one of the first-class Athenian organs of the press, I submit others from provincial papers—in this case, the local papers of Corfu, the Greek of which island no one can accuse of being pedantic. In these we find such sentences as: "*Αἰτήσῃ τῆς Κυβερνήσεως* . . ."; "*βασάνοις σκληροῖς πεισθεῖσα* . . ."; and again, "*τὰ καταδικάζῃ ἐπὶ συνωμοσίᾳ* . . ."

A common phrase is "*ἐπὶ τῇ εὐκαιρίᾳ ταύτῃ*," "on this occasion"; as also "*παρ' ἡμῖν*," κ.τ.λ., *chez nous*, &c. As for the use of the preposition *ἐν*, it is no exaggeration to say that, if not in every line of a newspaper column, we are likely to meet it in at least every other; whereas, according to the statement that the dative has disappeared, it might well be inferred that the use of this preposition, which only governs the dative, had dropped out altogether. Thus, quoting still from the papers indiscriminately: "*Ὁ ἐν Ἀθῆναις ἀναποκριτής*," "*ἱπερίωσεν ἐν Παρισίοις*," "*ἐν τῷ καταστήματί μοι*," "*τὸ ἀρχαιότερον τοῦτο ἐν τῇ ὁδῷ Σταδίου ἀνθοπωλείον*."

In writing letters, also, it is a common thing to put, *e.g.*, *ἐν Κερκύρῳ*, &c., and always the dative for the date, as *e.g.*, *Τῇ 3ῇ Δεκεμβρίου*, &c. Finally, phrases such as *ἐν τούτοις*, "however"; *ἐν γένει*, "generally"; *ἐν τέλει*, at last, are in common use, as they were in antiquity.

These illustrations will, I think, suffice to convince English scholars and students that the dative is by no means lost to contemporary Greeks.

Corfu, January, 1898.

MARY C. DAWES.

WINTER MEETING FOR TEACHERS AT THE COLLEGE OF PRECEPTORS.

To the Editor of *The Journal of Education*.

DEAR SIR,—The impressions of a public schoolmaster at a course of lectures on the "Theory of Education" may, perhaps, be of interest to some of your readers. The frame of mind in which the average man approaches educational lectures is, I suspect, distinctly that of the Philistine. In all professions, no doubt, the "old hands" are inclined to regard with suspicion new-fangled methods; theory often appears so far removed from the world of practice. But, if some of us went to Mr. Findlay's course of lectures on "The Principles of Class-Teaching" in the spirit of Balaam, we stayed to bless. We may be surprised to learn that we have been breathing argon all our lives, but it is none the less true. Where we have been successful as teachers, we must have followed the main lines of the methods now set before many of us in black and white for the first time. What, then, one of the old school may ask, do we gain by such lectures? In the first place, and above all, I should reply: They stimulate the self-consciousness of the teacher. The great danger of the teacher is routine; the crust of habit must not be allowed to form. We want to reflect from time to time on our methods, to adapt ourselves readily to the changing needs of the individual minds we are called upon to develop. No one can be without method in his work, but some of us have bad methods, and the danger is that we may remain blind to this fact. Directly our methods become conscious, we can apply tests, we know on what lines to aim at self-improvement. This is half the secret of success. In the second place, we learnt, from these lectures—indirectly, but no less surely—if we did not know it before, that the chief factor in education is the personal element—the character of the teacher. It was the moral earnestness of the lecturer that carried away and convinced his hearers. With all he said we may not agree—possibly we should agree more as we study our theory more—his illustrations may not always have seemed adequate; we must remember that these lectures were little more than a sketch, but all will agree that Mr. Findlay was himself deeply convinced of the necessity and nobility of his work, and that he threw himself heart and soul into it. The child—and it was the child and his standpoint that was kept constantly before us—was no mere abstraction of pedagogy, but a real flesh-and-blood child, who had been, and was being, studied first-hand.

Details of the lecture space does not permit me to discuss,

had I the wish; but those to whom "training" and "pedagogics" have hitherto been a bugbear would have been surprised to find that there was no rigid system, no wish to turn out "trained teachers" on German-made patterns, but rather suggestion, encouragement, and stimulus. Lectures were preceded by discussions; difficulties could be threshed out; the *theses* of the lecturer might be, and were, freely criticized; and the pertinent questions of practical teachers, with the discussions that followed, were not the least fruitful part of the work. In all cases the lecturer endeavoured to take the stand-point of his listeners; progress was from the known to the unknown, "from the cow to the rhinoceros." Such methods must be profitable to all. Whether we accept this or that analysis of mental processes is of little consequence, provided we approach our educational problems in the right spirit and realize that "education is not information ladled out in a hurry."—Yours truly,

Tonbridge School.

H. J. J. WATSON.

HOURS IN GIRLS' HIGH SCHOOLS.

To the Editor of the Journal of Education.

SIR,—The most excellent and valuable article on girls' high schools, in your last number, with which I agree in every point but one, emboldens me to ask a question or two that may find a satisfactory answer in your *Journal*. When the girls' schools of to-day are contrasted with those of thirty years ago, it requires some courage to attack even one point in institutions to which so many noble women devote their highest energies, their exceptional endowments and attainments, and to which they sacrifice all their leisure, and, in many cases, their health. It is quite as much from sympathy with them and their work, as from care for young girls and children, that I venture to ask: Is the contentment of the parents a guarantee that all is well? The parents were contented thirty years ago when all was wrong. Are the parents contented? Naturally those whose girls attend Mrs. Sandford's school must be, or she would not say so. Now, I go much among parents, and I am one myself, and everywhere I hear complaints of the long morning hours, viz., from nine to one. I dared not send my daughter to a high school for that very reason. At least half-a-dozen young girls known to me have had to be removed because of this long strain. Many more have suffered severely, and I know some sad cases of actual breakdown.

Is my experience exceptional, or does every woman of my age and opportunities know as many cases as I do? If so, *i.e.*, if I am no exception, the strain of the four hours' brain work must be felt *severely* by thousands of growing girls.

Is it reasonable to assume that, if a girl works vigorously from nine till twelve, she is then tired and in want of rest? Are not most men and women tired and in want of rest after three hours of mental work? The curtailment of the morning would benefit both teachers and taught. The woman who *really* teaches for four consecutive hours is not likely to retain her freshness, the vigour of her mind and voice for many years, and perhaps there are other reasons for the rejection of women teachers of thirty-five than their inability to play games.

It has been my luck to try experiments in teaching. My most successful pupil only worked from two to three hours a day, everything included, for eight years. She passed the Junior Cambridge and took her B.A. at twenty-one, all the same. To gratify an unreasonable passion for teaching, I help a lady twice a week who has a school hard by. I was not satisfied with my pupils or my work. Their morning hours were from nine till half-past twelve. We dropped half an hour. The children were brighter, and knew quite as much. If another half-hour could be dropped they would be brighter still, and know quite as much. For there is a point beyond which the more you teach the less is known, and that point is reached very much sooner than most people think. That is the explanation of the fact that the results of high-school work are so disappointingly small and short-lived. After a year's absence from school, ask, and you will be astonished at what you will not find.—Yours very truly,

EMILY MIALI.

Crag Foot, Ben Rhydding, January 5, 1898.

MR. RENDALL AND UNIVERSITY COLLEGE, LIVERPOOL.

To the Editor of The Journal of Education.

SIR,—May I correct the statement in your "note," that Mr. G. H. Rendall "succeeded Mr. Selwyn, of Uppingham, in 1887, as Principal of University College, Liverpool"?

Mr. Rendall had no predecessor. Mr. Selwyn was head of the Liverpool College, an important boys' school, founded in the middle of this century (when it was the fashion to entitle all new schools "colleges"), and flourishing still. It is a pity the names are so easily confused. Even the recent "blue book" on the University Colleges slips into calling University College, Liverpool, "the Liverpool

College." On the other hand, the local policemen call it the University," which is equally wrong, for it is one college of the Victoria University.

But what I want to point out is that it is entirely during the Principalship of Mr. Rendall that University College, Liverpool, has risen to the first rank, being awarded on the report of the Special Committee of Inquiry into the University Colleges last year, along with Owens College, Manchester, and the London University College, the maximum treasury grant of £3,000 (to which a few odd hundreds were added in the case of Owens).

Mr. Warren and Professor Liveing reported (page 26) as follows, on University College, Liverpool:—"It has grown very rapidly, and stands to-day in a position of much strength. . . . One note of its modern character is that the women students at Liverpool enjoy, more than anywhere else, a position of complete and equal recognition with the men, which is the more happy because it has never had to be fought or struggled for, but has existed from the first. The College further seems pervaded with the enthusiasm of youth, and to be full of confidence, energy, and aspiration. It has been able to attract the services of an excellent staff, and it follows that it is doing all-round good and vigorous work."

Some of us, who know the cordiality and confidence with which Mr. Rendall has worked a joint college, feel regret that he should in future tread the more beaten track of teaching boys alone.

But no one who has followed his speeches in Convocation, for instance, and at a Students' Missionary Conference held two or three years ago, can be surprised at his taking a post where he will have more scope for expressing, and impressing, his religious convictions than he can have as head of a college, open to all on week-days, and on Sundays to none.

January 22, 1898.

E. C. WILSON.

GEOGRAPHY OF THE COUNTIES.

To the Editor of The Journal of Education.

SIR,—Is there any interesting collected and well-arranged description of the separate counties of England, giving sketches or anecdotes of the chief historical and literary characters connected with each county; in short, exactly that information which is *not* given in a guide book, but which, if it were to be found, would give English children an intelligent and connected interest in the history and geography of their own county? The children are eager for information, but my experience in teaching a class, varying in ages from eight to twelve, has been unsatisfactory, owing to the difficulty of getting hold of anything but dull facts. For example, in teaching the county of Dorsetshire, one must read long histories before finding the stories that will invest the different places with living interest. I can easily teach them that pottery is made at Poole, &c., and that the Tilly Whim Caves at Swanage are supposed to have been the haunts of smugglers; but nowhere can I find authentic anecdotes about real smugglers, or about the interesting old town of Poole. All my available facts lack colour and life, and yet I can see how interesting it could be made if, without giving a lifetime to the subject, I could get what I want.

Could you tell me, also, if any good outline maps of the separate counties are to be had, so that each child may make her own map as she learns?

I shall be greatly obliged for any help you, or any reader of your *Journal*, can give me.—Believe me, faithfully yours,

ANABEL DOUGLAS.

"SI VIS PACEM."

To the Editor of The Journal of Education.

SIR,—In the review of my "Dictionary of Classical Quotations," in your January issue, you ask whether I, or any of your readers, can give you the origin of "*Si vis pacem para bellum*." In this form I have been unable to find it, and very much question whether it is in classical literature at all. But Vegetius ("*De Re Militare*," Lib. III., Prologue), says: "*Qui desiderat pacem præparet bellum*"; and the same idea is found in Seneca ("*De Vita Beata*," xxvi. 2): "*Numquam imperator ita paci credit ut non se præparet bellum*." Both these quotations are to be found in my book, on page 185.—I am, Sir, yours faithfully,

Walton-on-Thames.

January 17, 1898.

THOMAS B. HARBOTTLE.

COLONIAL AND FOREIGN NOTES.

FRANCE.

It will be remembered that in the summer of 1896 the institutions of higher education formerly known as *Facultés* became, by a stroke of the law, Universities. The change of name entailed, or, rather, was itself entailed by, other changes, one of which—an important financial modification—first came into operation on January 1 of the present

year. Hitherto students' fees of every kind have gone, not to the University, but the State; in future each University is to have control of a certain portion of its own fees, with the limitation that they may only be applied to the provision of material and apparatus. Salaries will continue to be paid by the State, and other expenses will be met as heretofore by subsidies from the State departments and municipalities, and by such donations and bequests as may from time to time be made. The amount of the fees no longer to be paid to the State is not inconsiderable. In 1896 they reached nearly two million francs, and for some years have averaged as much as a million and a quarter. The change will doubtless make a certain difference to the appearance of the educational budget, but the net result will be about as broad as it is long, and will, as we understand it, have very little effect upon the taxpayer, however much freedom and independence it may bring to the Universities.

Another important step in connexion with the reconstitution of the Universities is the proposal to give the new University Councils the power to confer—under conditions to be approved by the Minister of Education—special degrees of their own, in addition to those already conferred by the State. All existing degrees may, in fact, be said to be State degrees: they are conferred, that is, on the result of examinations conducted in accordance with regulations imposed by the State, and as a consequence are accepted by the State as guarantees of fitness for certain professional and other employments. In a word, degrees in France confer not only titles, but rights. As long ago as 1890, at the time of the first Bill for University Reform, it was clearly seen that though it may be an important part of the work of a University to prepare and examine for such professional degrees, it is by no means the whole; that much good work, perhaps the best, may be done upon quite other lines, especially by men who, for one reason or another, have not passed through the qualifying preliminary stages; and that, to say the least, it may provide valuable encouragement to independent workers to offer to confer upon them a special academic degree, which should carry no rights, but which would, at the same time, be a mark of intellectual distinction.

In the last year's process of transformation, the point was, of course, again raised, and became the subject of much animated discussion, both in the University Commission and the Conseil Supérieur, in both of which, however, the proposal was finally adopted. The conditions upon which the new degrees are to be obtained are left deliberately vague, as will be seen from the following passage from the report of the University Commission:—"The question of the conditions is left to the Universities, which, it must be understood, are free to institute these degrees or not as they please, and much more, therefore, to determine the courses of study and forms of examination, which will certainly vary, not only in the different Universities, but in the different branches of study in the same University." This is decentralization in earnest; but, after all, what our neighbours are proposing to do with seventeen Universities we have long done with eight—the entrance to such of our so-called learned professions as we think fit to safeguard being more or less efficiently safeguarded from within, the entrance to the profession upon which, perhaps, more than upon any other, the welfare of the State depends being thrown invitingly wide to the first casual out-of-work. But what will Oxford and Cambridge say to the following passage of the report?—"To sum up, the Universities of the State, inheritors of the *Facultés* of the State, continue to prepare students for State and professional employments, and to grant, as in the past, State degrees which give access to those employments. But, as institutions existing for the encouragement of study in every branch of human knowledge—a purpose that can take no account either of programme or examination—they offer an initiation into the higher intellectual life to all who wish to study for study's sake, without distinction of age or nationality—*Docet omnia*; and in this all, every one, master or student, plays his little part. Moreover, it must be possible for all who are capable of research, criticism, invention, and perceiving truth to become University students and participate in the honours that the University confers." This is the democratic idea, including even women, though the Commissioners do not deem it necessary to say so.

Will not the Cambridge Committee, who are considering the possibility of instituting a special diploma for external students, take note of this reasonable step forward—for which, as Englishmen, we may here express our gratitude, inasmuch as the reform is designed no less in the interest of the foreign than of the native student. For every American student in Paris, to take an example, seven or eight are to be found in Berlin. And why? Because in Germany the foreign student can matriculate upon presentation of his home diplomas, can choose his own course of study, and is exempt from all examination till the day when he chooses to present himself for his degree; whereas in France he has hitherto been obliged to choose between going through the examination mill from beginning to end, or pursuing a course of independent study and giving up the hope of a degree. The Commissioners quote an American professor to show that this flocking of students to Germany is already beginning to exercise an influence upon intellectual life in America, and come to the very sound conclusion that the removal of University barriers ultimately means the removal of international barriers also. It is interesting in this connexion to note that

France is beginning to realize the importance, not only of attracting the foreigner to herself, but of sending herself to the foreigner, and has decreed that in future the time spent by a student at a foreign University shall, within certain limitations, have its full time-value at home. Hitherto this has not been the case.

The following revised scheme of graduated penalties will give some idea of how the State deals with indiscipline in its Universities:—(1) Reprimand before the University Council; (2) Exclusion from examination in a particular branch of study in a particular University for a period not exceeding one year; (3) Exclusion from lectures in a particular branch of study in a particular University for a period not exceeding one year; (4) Exclusion from a particular University for a period not exceeding two years; (5) Permanent exclusion from a particular University; (6) Exclusion from certain defined examinations in any University for a period not exceeding two years; (7) Exclusion from all institutions of higher education, whether public or private, for a period not exceeding two years; (8) Permanent exclusion from all such institutions. In the cases in which the action of the penalty is limited to the particular University of the offender, there is no right of appeal; in the others, appeal may be made to the Conseil Supérieur.

A propos of Universities, the following extract from the inaugural professorial address to the students of the *Faculté des Lettres* of the University of Paris at the beginning of the academic year strikes us as containing a piece of information that will surprise many besides ourselves.

"The *Faculté* is not only a place of research, where scientific methods are taught; it is also a professional normal school for such as wish to teach in secondary schools. *This statement will surprise nobody* (italics ours). There does not exist a special normal school for preparing teachers for secondary schools; but, even if all the students of this school took up teaching as a profession (which is by no means the case), too few are admitted each year to supply the demand. Historically, the first students of the *Facultés des Lettres* were candidates for posts in secondary schools, who, being either unwilling or unable to enter the normal school, sought to study elsewhere what was studied there, in order to be able to offer themselves for the *Agrégation* examination. The influx of students of this kind led the *Facultés* to organize a course of study preparatory to the *Agrégation*, such as existed in the normal school; so that between the school and the *Facultés* there was established, I will not say a rivalry, but a certain emulation which has done much good. Since, therefore, the *Facultés* undertake to prepare a part of their students—a part which was at the outset and still is very considerable—for the *Agrégation* examination for the duties of teachers in secondary schools, they also accept the responsibility of teaching them their business. From this point of view, they may be said to be so many normal schools, differing only from the great normal school properly so-called by having no entrance examination. Now, to teach people to teach, you must first teach them how to teach. Hence the necessity of general courses of pedagogy, of practical pedagogic exercises." It is especially the "practical exercises" that surprise us.

The orator's further remarks throw no light upon the point; nor, writing at a distance from books of reference, can we. We had always believed that—save for the existence of the solitary *école normale supérieure*—France shared with us, and certain other great nations, the distinction of supposing that the secondary teacher needs no training. It seems we were wrong. For our sins we will work up the details for our next French notes.

Will it be news to any that in France vaccination is not compulsory? And will everybody at once see the pedagogic consequences—that it falls to the part of elementary teachers to preach vaccination to pupils and parents, to go in search now and again of vaccine, and even, in case of urgent need, to themselves wield the lancet? We do not mean that the law thrusts these functions upon them. It is rather in response to urgent appeals from the authorities, backed up by promises of medals—gilt, silver, and base bronze—that vaccination, in company with temperance, agriculture, and adult education, makes its way. Two medals of the first class, twenty-three of the second, and a hundred and seventy-five of the third rewarded the most zealous of last year's fourteen thousand competitors, who succeeded between them in bringing about as many as two hundred and eighty thousand operations. As, however, there are at least eighty thousand primary schools in France, the Permanent Vaccination Commission of the Academy of Medicine, though pleased with an increase of two thousand competitors over 1896, is urgent with the Minister to stir up the laggards, especially in the private schools, who contributed less than 5 per cent. of the total number.

THE Secretary of the Home-Reading Union desires to inform teachers that specially-prepared sets of slides, taken from negatives kindly lent by the High Commissioner for Canada, can now be hired from the central office. These slides are completely illustrative of "Through Canada with a Kodak." The full set of fifty slides may be hired for 2s. 6d.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

TENTH GENERAL CONFERENCE AT ABERYSTWYTH,
APRIL 18-22, 1898.

The Programme of the Conference is now nearly settled, and a copy will be sent to every member of the Guild, with an invitation from the President and Council of the Branch, as soon as possible.

Every effort will be made to obtain for those attending the Conference a substantial reduction in the return railway fare from London and other parts of England, and it is hoped that as many members as possible will attend. There are great facilities for spending the Easter Vacation at and near Aberystwyth, as there is a large number of good lodging-houses, with charges lower than those of the summer and autumn months.

The President-Elect of the Guild, Isambard Owen, Esq., M.A., M.D., Senior Deputy Chancellor of the University of Wales, will give his Presidential Address at the opening of the business of the Conference, on the morning of April 19. The Principal of Lampeter (the Rev. G. W. Gent, M.A., Miss E. P. Hughes, Miss Alice Woods, Bernard Macdonald, Esq., M.A., Mrs. G. R. Scott, Mrs. Emil Behnke, and Miss Penstone have consented to take part in opening the different discussions. Other openers of discussions are under invitation. The subjects for discussion are set out in full in the Teachers' Guild Report in the *Journal of Education*, January, page 26.

The leading educational publishers will be invited to take part in the Educational Exhibition, which, as well as the Conference, will be held in the Pier Pavilion, on the foreshore. The discussions will take place on April 19 and 21. The 20th will be wholly given up to excursions to places of interest.

Early notification of intention to be present is requested.

TEACHERS' GUILD LECTURE.—Members are reminded that Mr. F. W. H. Myers, M.A., H.M.I., a Vice-President of the Guild, will give the next Teachers' Guild Lecture at 8 p.m. Tuesday, March 8. Subject:—"Wordsworth." The place for the lecture is not yet chosen, but it will probably be in the West Central district. Heads of schools who would like to bring some of their senior pupils to the lecture are invited to apply to the General Secretary of the Guild, 74 Gower Street, stating the number for whom they would like seats, and the application will receive consideration.

CONJOINT MEETING.—On Tuesday, February 15, there will be a conjoint meeting for all the London sections of the Central Guild, at King's College, Strand, W.C. (by kind permission of the Principal). Tea and coffee will be served at 7.45 p.m., and, at 8.15 p.m. Dr. Curnow, Professor of Clinical Medicine at King's College, will give a lecture on "Cornwall," with lantern illustrations. Members of all sections, and their friends, are cordially invited. R.S.V.P., to Professor Hudson, King's College, Strand, W.C.

The Executive Committee of the Council will meet on the 3rd inst. The application of candidates for membership of the Guild should be received before 3 p.m. on that day.

The Thrift and Benefits Committee met on January 25, and drafted the circular on the subject of the Teachers' Guild Benevolent Fund, which is now being sent to all members. It was reported to the Committee that a letter was being sent to the Branches of the Guild, urging on them an individual canvass of their members for the Teachers' Guild Friendly Society (Sickness and Accident Fund). At present there are only seventy-three names of ordinary members and a few of honorary members in hand. To enable the Society to be founded on a proper basis, it is considered necessary to start with at least a hundred ordinary members. On that number being attained, the fund will be thrown open to the profession.

The Joint Professional Agency for Assistant-Masters and Tutors will open in the spring of the present year. All the associations which have been invited to co-operate in the Agency have consented. The negotiations for the establishment of a Joint Professional Agency for Assistant-Mistresses and Governesses are still proceeding.

CENTRAL GUILD. LONDON SECTIONS. CALENDAR FOR FEBRUARY.

Friday, 4th, 7.30 p.m.—Section G. Symposium on "The Teaching of Composition," Miss Tuck, Miss Bone, Miss Clifford, the Rev. F. Aveling, M.A., B.Sc., at the Datchelor School, Camberwell Grove, S.E. Tea and Coffee at 7.30. Symposium afterwards.

Monday, 7th, 7.30 p.m.—Section A. Annual General Meeting, at the Skinners' School, Stamford Hill, N.—At 8.15. Discussion on "The Teaching of Geography," to be opened by H. Holman, Esq., H.M.I. The discussion is open to all members of the Guild.

Tuesday, 8th, 8 p.m.—Section C. Annual General Meeting at Bedford College, York Place, Baker Street, W.—At 8.30. Lecture on

"Writers and Readers," by Professor W. Hall Griffin. The lecture is open to all members of the Guild.

Tuesday, 8th, 8 p.m.—Section E. Lecture on "History Costumes," with lantern illustrations, by Miss A. J. Cooper, at St. Jude's Parish Room, South Kensington. Open to all members of the Guild.

Friday, 11th, 7.30 p.m.—Section D. Annual General Meeting, at 24 Cleveland Gardens, Hyde Park, W.—At 8.10. Social meeting. Music and recitations.

Saturday, 12th, 3.30 p.m.—Section F. Musical meeting, at the High School for Girls, Church Row, Richmond (near Richmond Station), by kind invitation of Miss Johnson. There will be vocal and instrumental music and a short operetta.

Monday, 14th, 8 p.m.—Section B. Annual General Meeting, at the Offices of the Guild, 74 Gower Street, W.C. After the business meeting there will be tea, and the various sections of the Educational Museum will be open for inspection.

Tuesday, 15th, 8 p.m.—Section E. Annual General Meeting, at 4 Lennox Gardens, S.W. Conversazione.

Tuesday, 15th, 7.45 p.m.—Section F. Conjoint meeting for all Sections, organized by Section F. (See above for details.)

Saturday, 19th, 3 p.m.—Section D. Description of the Elgin Marbles, in the Elgin Room of the British Museum, by Miss Margaret Alford.

Tuesday, March 1st, 8 p.m.—Section F. Musical meeting, at Mrs. Christa's, 4 Rectory Grove, Larkhall Rise, Clapham, S.W.

Section E.—A discussion was held on December 7, 1897, at 13 Thurlow Square, on "Text-Books for use in Schools." Mr. Churton Collins, in introducing the discussion, suggested that school-books should be divided into those adapted for the three grades of pupils—the junior, the intermediary and the senior—and subdivided according to the subjects of which they treated, grammar, geography, elementary science, books employed in the teaching of languages, history, literature, &c. No doubt those who would take part in the discussion would confine their remarks to the subjects and books which related to those branches of teaching in which they were individually engaged. His own work happened to be concerned for the most part with senior pupils, the subjects being classics, English history, and English literature. With classics they were not at that meeting concerned, and so he would confine himself to a few remarks on school-books dealing with English history and literature. He thought it was a great pity that more trouble was not taken to distinguish between books proper for the grades of pupils to which he had referred; that very often the same books were employed for instructing juniors and seniors, and that the sort of instruction proper for each was not always sufficiently considered. It was a great pity that school-books were not written by those who had practical experience in teaching, for it was only teachers who could clearly understand how a subject should be presented to the learner. One of the most difficult things to determine in education was what constituted, and what ought to constitute, pure drudgery, and what could be presented attractively, and in a manner almost necessarily interesting to an intelligent pupil. Under the latter heading would certainly come history and literature, for, if these subjects were properly presented, drudgery could be reduced to a minimum. In history, the retention of facts and dates represented the drudgery, and, though that might be minimized by judicious system, it could not be avoided. He ventured to think that it was a great mistake to proceed, as certain series of history books did, on the assumption that as few facts as possible should be given, and that dates should be practically eliminated, for the purpose of making the study interesting. He then sketched what he thought would be one of the most fruitful methods for the school study of history, noting certain books which seemed to him satisfactory, certain that might be modified, and certain that might with advantage be written. He thought that a good skeleton history for teachers was a *desideratum*, that is, a book which would afford a teacher notes, as it were, for an extemporary lecture, for much more could be done in the teaching of this subject by a teacher giving, as it were, free play to his own genius, than by the stereotyped reproduction of any text-book. He then went on to speak of the teaching of literature, subdividing it into its two branches—the study of its historical development, and the study of particular works and authors—showing how the two must, however, be blended. He then made a few remarks on some of the school-books on these subjects now much in vogue.

Miss Wolsley-Lewis said that she thought Mr. Churton Collins' division of the subject most helpful, and was glad to follow it. Advanced students and teachers should refer at first hand to the best authorities on the subject, and do the work of selection and arrangement for themselves. But for elementary work text-books were essential, and it was most necessary they should be clear and well arranged. What she was chiefly interested in urging was the desirability of bringing teachers and examiners into touch with the publishers. The people who knew best what was required in text-books for elementary work—namely, the teachers engaged in it—were too busy to write such books, and publishers were obliged to fall back on writers inexperienced in teaching. Moreover, however anxious they might be to provide for such cases, publishers were often necessarily ignorant of the need of text-books in special subjects. Was it too much to hope that a committee might be

(Continued on page 142.)

CLARENDON PRESS PUBLICATIONS.

Just published, extra crown 8vo, pp. xii. + 102, stiff covers, 1s. 6d.

GEOMETRY FOR BEGINNERS.

AN EASY INTRODUCTION TO GEOMETRY FOR YOUNG LEARNERS.

By **GEORGE M. MINCHIN, M.A., F.R.S.**

Professor of Applied Mechanics in the Royal Indian Engineering College, Cooper's Hill, late President of the Association for the Improvement of Geometrical Teaching.

EXTRACT FROM THE PREFACE.

"It seems to me that the practice of this country in beginning the teaching of Geometry to young boys from Euclid's book results merely in a waste of very precious time. The ability to appreciate Euclid's style and logic should be cultivated by a study of Geometry proceeding in much more homely fashion; and in this fashion book, I hope, proceeds. The main thought that has guided me in departing from Euclid's method is this: a child can easily learn to construct various geometrical figures with his

hands, and in this process he can learn many of their properties with very little tax on the brain; whereas Euclid requires him to reason in the most exact manner of syllogism from the very beginning, quoting authority for the minutest detail, and putting into a multitude of words many things which the quick intuitive reasoning of the child sees clearly without this process. The work will, I hope, be found to be so simple that many mothers will be able to use it in teaching their children—girls as well as boys."

Latin.

By **ST. GEORGE STOCK, M.A.**

Cicero.—De Amicitia. With Introduction and Notes. 3s.
— **Pro Roscio.** With Notes. Extra fcap. 8vo, 3s. 6d.

By **W. Y. FAUSSET, M.A.**

— **Pro Marcello, pro Ligario, pro Rege Delotaro.** With Introduction and Notes. 2s. 6d.

By **S. G. OWEN, M.A.**

Ovid.—Tristia. Book I. The Text revised, with an Introduction and Notes. Second Edition. 3s. 6d.
— **Tristia. Book III.** With Introduction and Notes. 2s.

By **C. S. JERRAM, M.A.**

Reddenda Minora; or, Easy Passages, Latin and Greek, for Unseen Translation. For the use of Lower Forms. Sixth Edition. Revised and Enlarged. 1s. 6d.

Anglice Reddenda; or, Extracts, Latin and Greek, for Unseen Translation. Fourth Edition. 2s. 6d.

Second Series. 3s. Third Series. 3s.

Virgil.—Bucolics. 2s. 6d.

— **Georgics. Books I., II.** 2s. 6d.

— **Georgics. Books III., IV.** 2s. 6d.

— **Aeneid I.** With Introduction and Notes. Limp, 1s. 6d.

English.

By **W. W. SKEAT, Litt.D.**

Chaucer.—The Prologue to the Canterbury Tales. (School Edition.) 1s.

— **The Prioresse's Tale; Sir Thopas; The Monkes Tale; The Clerkes Tale; The Squires Tale, &c.** Fifth Edition. 4s. 6d.

— **The Tale of the Man of Lawe; The Pardoner's Tale; The Second Nonnes Tale; The Chaucous Yemannes Tale.** New Edition. 4s. 6d.

— **Minor Poems.** Second Edition. Crown 8vo, 10s. 6d.

— **The Hous of Fame.** Crown 8vo, paper boards, 2s.

— **The Legend of Good Women.** Crown 8vo, 6s.

— **The Prologue; the Knights Tale; The Nonne Preestes Tale;** from the Canterbury Tales. Edited by R. MORRIS, LL.D. A New Edition, with Collations and Additional Notes by W. W. SKEAT, Litt.D. 2s. 6d.

Langland (W.).—The Vision of William concerning Piers the Plowman. By WILLIAM LANGLAND. With Notes. Sixth Edition. 4s. 6d.

Gamelyn, The Tale of. Edited, with Notes Glossary, &c. Second Edition, Revised. Stiff covers, 1s. 6d.

Greek.

By **ARTHUR SIDGWICK, M.A.**

Aeschylus.—Agamemnon. With Introduction and Notes. Fourth Edition. 3s.

— **Choephoroi.** 3s.

— **Eumenides.** New Edition. 3s.

By **W. W. MERRY, D.D.**

Aristophanes. Edited with Notes, Introductions, &c.

— **The Acharnians.** Fourth Edition. 3s.

— **The Birds.** Third Edition. 3s. 6d.

— **The Clouds.** Third Edition. 3s.

— **The Frogs.** Third Edition. 3s.

— **The Knights.** Second Edition. 3s.

— **The Wasps.** 3s. 6d.

Herodotus.—Selections. Edited with Introduction and Notes. 2s. 6d.

Specimens of Greek Dialects; being a Fourth Greek Reader. With Introductions, &c. 4s. 6d.

Homer.—Odyssey. Books I.—XII. Fifthieth Thousand. 5s.

Books I. and II., separately, each 1s. 6d.

Books VI. and VII. Extra fcap. 8vo, 1s. 6d.

— **Odyssey, Books VII.—XII.** 3s.

— **Odyssey, Books XIII.—XXIV.** Sixteenth Thousand. 5s.

— **Odyssey, Books XIII.—XVIII.** 3s.

By **C. S. JERRAM, M.A.**

Cebes.—Tabula. With Introduction and Notes. 2s. 6d.

Euripides. Edited with Introduction and Notes.

— **Alceste.** Fifth Edition. 2s. 6d.

— **Helena.** 3s.

— **Heracleidae.** 3s.

— **Ion.** 3s.

— **Iphigenia in Tauris.** New Edition, Revised. 3s.

Lucian.—Vera Historia. Second Edition. 1s. 6d.

Graece Reddenda. 2s. 6d.

Xenophon.—Anabasis, Book II. With Notes and Map. 2s.

— **Easy Selections** (for Junior Classes). With a Vocabulary, Notes, and Map. By J. S. PHILLIPPS, B.C.L., and C. S. JERRAM, M.A. Third Edition. 3s. 6d.

German.

EDITED BY **C. A. BUCHHEIM, PH.D., M.A.**

With Biographical, Historical, and Critical Introductions. Arguments (to the Dramas), and Complete Commentaries.

Becker (the Historian).—Friedrich der Grosse. Edited, with Notes, an Historical Introduction, and a Map. Third Edition. 3s. 6d.

Goethe.—Egmont. A Tragedy. Fourth Edition. 2s.

German (continued).

Goethe.—Dichtung und Wahrheit. The first four books. 4s. 6d.

— **Iphigenie auf Tauris.** A Drama. Fourth Edition, revised. 3s.

Halm.—Griseldis. A Drama. 3s.

Heine.—Prosa: being Selections from his Prose Writings. Second Edition. 4s. 6d.

— **Harzreise.** With Map. Third Edition. 2s. 6d.

Lessing.—Nathan der Weise. Second Edition. 4s. 6d.

— **Minna von Barnhelm.** A Comedy. Seventh Edition. 3s. 6d.

Schiller.—Wilhelm Tell. A Drama. Large Edition. With Map. Seventh Edition. 3s. 6d.

— **Wilhelm Tell.** School Edition. With Map. Fourth Edition. 2s.

— **Historische Skizzen.** With Map. Revised Edition. 2s. 6d.

— **Jungfrau von Orleans.** A Drama. Second Edition. 4s. 6d.

— **Maria Stuart.** A Drama. 3s. 6d.

Modern German Reader. A Graduated Collection of Extracts from Modern German Authors.

Part I. **Prose Extracts.** With English Notes, a Grammatical Appendix, and a complete Vocabulary. Seventh Edition. 2s. 6d.

Part II. **Extracts in Prose and Poetry.** With English Notes and an Index. Second Edition. 2s. 6d.

French.

EDITED BY **GUSTAVE MASSON, B.A.**

Cornaille's Cinna. With Notes, Glossary, &c. 2s. Stiff covers, 1s. 6d.

Cornaille's Cinna. Molière's Les Femmes Savantes. With Fontenelle's Life of Cornaille, and Notes. 2s. 6d.

Louis XIV. and his Contemporaries: as described in Extracts from the best Memoirs of the Seventeenth Century. With English Notes, Genealogical Tables, &c. 2s. 6d.

Maistre, Xavier de, &c.—Voyage autour de ma Chambre, by XAVIER DE MAISTRE; **Ourika,** by Madame de DURAS; **Le Vieux Tailleur,** by MM. ERCKMANN-CHATRIAN; **La Veillée de Vincennes,** by ALFRED DE VIGNY; **Les Jumeaux de l'Hôtel Cornaille,** by EDMOND ABOUT; **Mésaventures d'un Ecclésiaste,** by RODOLPHE TÖFFER. Third Edition, Revised. 2s. 6d.

— **Voyage autour de ma Chambre.** Limp, 1s. 6d.

Molière's Les Fourberies de Scapin. With Voltaire's Life of Molière. Stiff covers, 1s. 6d.

— **Les Femmes Savantes.** With Notes, Glossary, &c. Cloth, 2s.; stiff covers, 1s. 6d.

Regnard's Le Joueur, and Brueys and Palaprat's Le Grondeur. 2s. 6d.

Sévergné, Madame de, and her chief Contemporaries. Selections from their Correspondence. 3s.

By **GEORGE SAINTSBURY, M.A.**

Primer of French Literature. Fourth Edition, Revised. 2s.

Short History of French Literature. By the same Author. Fifth Edition, Revised (with the Section on the Nineteenth Century greatly enlarged). Crown 8vo, 10s. 6d.

Specimens of French Literature, from Villon to Hugo. Second Edition. Crown 8vo, 9s.

Cornaille's Horace. With Introduction and Notes. 2s. 6d.

Gautier, Théophile.—Scenes of Travel. Selected. Second Edition. 2s.

Quinet's Lettres à sa Mère. Selected. 2s.

Sainte-Beuve. Selections from the Causeries du Lundi. 2s.

Racine's Esther. With Introduction and Notes. 2s.

Voltaire's Mérope. With Introduction and Notes. 2s.

LONDON: HENRY FROWDE, CLARENDON PRESS WAREHOUSE, AMEN CORNER, E.C.

formed, with authority to suggest to the leading firms new text-books required, and the general lines on which they should be written to make them really useful?

Mademoiselle Ninet agreed with the principal points brought forward by Miss Wolseley-Lewis; her remarks concerning the teaching of modern languages may be summed up as follows:—That good text-books, whether grammatical hand-books or reading books, are few, and, on the whole, unsatisfactory. The former require to be much more condensed, simple, and practical, and should be used principally by the teacher, who should adopt the rules &c., to the particular standard of the class which has to be dealt with. Too much is left to the pupil to work out alone; the rules are scamped, imperfectly understood, and the results naturally unsatisfactory in the end. As regards reading books, and those set for examinations, there is a certain amount of dulness and sameness in them, which needs a radical change; classics must be studied to a certain degree, but, as the learning of French, &c., is considered a drudgery by many, it would be much wiser to make some attempt to vary the number of reading books, and especially to introduce modern elements, which should, of course, be duly expurgated and annotated to suit the purpose for which they are required. The best persons for editing school-books seem to be teachers, who, having a perfect grasp of English, and of the language under consideration, are the best judges of the difficulties experienced by English students in their study of the language in question. Some publishers seem willing to make the necessary innovations, and to introduce fresh elements, but they are debarred from accepting the suggestions made by experienced teachers in favour of this or that modern author, because examiners who set books to be prepared keep entirely to such volumes as have been studied for years past: for example, "L'Avare," by Molière; "Les Fourberies de Scapin," "Picciola," &c., works all good in themselves, and by no means to be abandoned, though newer works would be of the greatest possible advantage. It is also strongly to be urged that such works as "Le Malade Imaginaire" should not be selected, especially when unexpurgated, as is the case with one well-known so-called "edition for use in schools." Stories of adventure, works by Hugo, Daudet, Theuriet, and others would serve the purpose required far more satisfactorily. Another disadvantage, arising from the fact that people inexperienced in teaching and in the difficulties of teachers, edit schoolbooks, lies in the fact that the notes given on Molière, Corneille, &c., are either woefully incomplete or of so learned a nature that the help which might be derived from the now obsolete French used in many of the classics becomes an additional difficulty, instead of proving (as it might do), with careful annotation, a help to the study of modern French.

The Rev. J. O. Bevan, agreeing cordially with many of the remarks made, read from a paper, kindly supplied by a member of the Guild, many striking inaccuracies, and even contradictory statements, in text-books otherwise excellent. He concluded by suggesting that a committee should be formed to receive and consider information supplied concerning faulty school-books, and to communicate, at their discretion, with the publishers, and to send the results of the correspondence to educational papers, so that teachers might be kept informed as to what books would be correctly revised.

The discussion then became general, and the following resolutions were carried unanimously:—(1) "That this Section (E) suggests to the Council of the Teachers' Guild the desirability of forming a Committee to consider school text-books, and to exercise its influence with publishers as to the production of properly revised editions, and also of new books in the form most acceptable to teachers." (2) "That this Section desires to bring before the Council the desirability of calling upon members of the Guild to submit notices of errors in text-books in general circulation; such notices to be preserved and tabulated for reference in the Library, or to be otherwise dealt with as the Council may appoint."

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—Presented by Messrs. Geo. Bell & Sons:—The Age of Tennyson, by Hugh Walker; Book-Keeping by Double Entry, by J. T. Medhurst. Presented by Messrs. Blackie & Son, Limited:—The Newton Science Reader (Infant Reader, Book I.; Book II.); The Palmerston Reader, Book V.

Presented by the Syndics of the Cambridge University Press:—La Fortune de D'Artagnan, by Alexander Dumas, edited by A. R. Ropes; Remi et ses Amis, by Hector Malot, edited by M. De G. Verrall; the Fairy Tales of Master Perrault, edited by W. Rippmann; Eight Stories from Andersen, edited by W. Rippmann; Minna von Barnhelm, oder Das Soldatenglück, by G. E. Lessing, edited by H. J. Wolstenholme; Plautus, Trinummus, edited by J. H. Gray; Cornelius Nepos: Timotheus, Phocion, Agesilaus, Epaminondas, Pelopidas, Timoleon, Eumenes, Datames, Hamilcar, edited by E. S. Shuckburgh; Cæsar: The War with the Belge, De Bello Gallico II., edited by E. S. Shuckburgh; The Medea of Euripides, edited by C. E. S. Headlam; Shakespeare's Merchant of Venice, edited by A. W. Verity; Two Essays on Wm. Pitt, by T. B. Macaulay, edited by A. D. Innes; a Selection of Lamb's Tales from Shakespeare, edited by J. H. Flather (two copies of each).

Delbos' French Reader.

The Student's Graduated French Reader.

For the use of Public Schools. By LÉON DELBOS, M.A., late of King's College, London. I. First Year:—Anecdotes, Tales, Historical Pieces. Edited with Notes and a complete Vocabulary. Eleventh Edition. Crown 8vo, 2s.

II. Second Year:—Historical Pieces and Tales. 180 pages. Sixth Edition. Crown 8vo, 2s.

"It would be no easy matter to find a French Reader more completely satisfactory in every respect than that of M. Delbos. . . . The arrangement of the materials is no less happy than their selection, the shorter extracts being often grouped under general heads, and carefully graduated in difficulty."—*Athenæum*.

"A better book will always supplant those that are inferior. . . . The intrinsic merits of these Readers justify their appearance."—*Educational Times*.

"This is a very satisfactory collection from the best authors, selected with great care, and supplied with adequate notes."—*Journal of Education*.

Eugène's French Grammar.

Eugène's Student's Comparative Grammar of the French Language.

With an Historical Sketch of the Formation of French. For the use of Public Schools. With Exercises. By EUGÈNE FASNACHT, late French Master in Westminster School. Eighteenth Edition, thoroughly Revised. Square crown 8vo, cloth, 5s. Or, Grammar, 3s.; Exercises, 2s. 6d.

"In itself this is in many ways the most satisfactory grammar for beginners that we have as yet seen. . . . The book is likely to be useful to all who wish either to learn or to teach the French language."—*Athenæum*.

"The appearance of a grammar like this is in itself a sign that great advance is being made in the teaching of modern languages. . . . The rules and observations are all scientifically classified and explained. . . . It is one that we can strongly recommend for use in the higher forms of large schools."—*Educational Times*.

Weisse's Complete Practical Grammar of the German Language.

With Exercises on Conversation, Letters, Poems, and Treatises, &c. Fourth Edition, almost entirely Re-written. Crown 8vo, cloth, 6s.

"We have no hesitation in pronouncing this the fullest and most satisfactory German Grammar yet published in England."—*Journal of Education*.

Weisse's Short Guide to German Idioms.

Being a Collection of the Idioms most in use. With Examination Papers. Second Edition. 8vo, cloth, 2s.

Eugène's French Method.

Elementary French Lessons. Easy Rules and Exercises preparatory to the "Student's Comparative French Grammar." Fifteenth Edition. Crown 8vo, cloth, 1s. 6d.

French History and Literature.

First Steps in French History, Literature, and Philology.

By F. F. ROGET, of Geneva University. For Candidates for the Scotch Leaving-Certificate Examination, the various Universities Local Examinations, and the Army Examinations. Third Edition. Crown 8vo, cloth, 5s.

"This manual will be a boon to many who have neither time nor inclination to work through a large volume on the history of French literature, but who yet desire to obtain a knowledge sufficient to enable them to pigeon-hole their reading of French prose and poetry."—*Educational Times*.

"He has displayed qualities which are rarer and more praiseworthy than mere erudition."—*Saturday Review*.

BY THE SAME AUTHOR.

An Introduction to Old French.

History, Grammar, Chrestomathy, and Glossary. Third Edition, with Map of French Dialects. Crown 8vo, cloth, 6s.

WILLIAMS & NORGATE,

14 HENRIETTA STREET, COVENT GARDEN, LONDON;
20 SOUTH FREDERICK STREET, EDINBURGH;
AND 7 BROAD STREET, OXFORD.

CONTENTS.

	PAGE
OCCASIONAL NOTES	155
TECHNICAL EDUCATION	158
THE TEACHING OF ELEMENTARY MATHEMATICS AND PHYSICS. BY PROF. STEGGALL	159
FROM THE PRIVATE DIARY OF A DEPARTMENTAL OFFICIAL	161
THE EDUCATIONAL OUTLOOK	162
FRANCES E. WILLARD	163
CORRESPONDENCE	164
Hours in High Schools; English "Made in Germany" a very good Article; The Dative in Modern Greek; Anderson's "French Prose"; Training of Catholic Teachers; Geography of the Counties.	
A GERMAN VERSION OF KIPLING'S "RECESSIONAL"	166
ASSOCIATION OF ASSISTANT-MISTRESSES IN PUBLIC SECONDARY SCHOOLS	166
COLONIAL AND FOREIGN NOTES	166
THE ONE THING NEEDFUL: A HIGH COURT OF EDUCATION. BY H. MACAN	171
THE IRISH UNIVERSITY QUESTION: VIEWS OF DR. MAHAFFY	173
THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND	174
JOTTINGS	176
CALENDAR FOR MARCH	177
REVIEWS AND MINOR NOTICES	178
Progress in Women's Education in the British Empire (Countess of Warwick); Europe in the Sixteenth Century (Johnson); The Two Duchesses (Foster); The Teaching of Morality in the Family and the School (Bryant); The Cid Campeador (Clarke); A History of the Indian Mutiny (Holmes); The Age of Milton (Masterman); Reviews and Essays in English Literature (Tovey); &c., &c.	
UNIVERSITIES AND SCHOOLS	183
PRIZE COMPETITIONS	187

OCCASIONAL NOTES.

MANY and varied are the rumours as to the intentions of the Government with regard to secondary education. The Queen's Speech on the subject is exactly what was expected: "In case the time at your disposal should permit, . . . proposals for dealing *in part* with the subject of secondary education will be laid before you." In spite of the words we have italicized, it is freely said that a Bill dealing with the whole subject has been drafted and widely circulated in confidence. Likely enough this is true. But there is a wide gulf between the Education Department and the table of the House. Mr. Macan in another column gives a masterly analysis of the political situation. It would be hard to gainsay the probability of his argument. If a large Bill is introduced, there can scarcely be time this Session to discuss it, and we can hardly expect the Government to court another fiasco after that of 1896. If, on the other hand, a short Bill dealing with the interests of one section only is introduced, the other sections will probably combine in opposition. So we conclude that a big Bill, which would pass, will not be brought forward for lack of time, and that a small Bill will not succeed. Yet we cannot forget the urgent plea of the Royal Commission that the longer legislation is delayed the more difficult it will become.

BUT it is now beginning to be felt that the Royal Commission, in spite of its careful inquiries and full report, has in reality not carried its investigations far enough. More information is yet needed. And this brings us to the more important part of Mr. Macan's article, to which we have already referred. "The one thing needful at the present juncture," says Mr. Macan, "is a High Court of Education." This seems to us both a valuable and feasible proposal. An Order in Council could re-establish the late Royal Commission. Additional members could be nominated, giving Universities and education societies their

proper representation. The body thus formed could be authorized to collect information, give advice, and offer arbitration. Its power would rest on public opinion alone. But its influence in the profession would assuredly be very great. The findings of the Royal Commission are quoted among us almost as if they had statutory authority, and several of them are in part carried out. The same weight would be given to the deliberations of the proposed High Court. Its value in continuing inquiries already started would be equally great. In spite of all that has been done, secondary education is still in the main an unexplored field.

MR. MACAN does not explicitly face the question whether the administrative bodies should have places assigned on this permanent Commission. Much could be said on both sides. Some would prefer a purely professional body to deal with purely professional questions. But when we attempt to separate professional questions from questions of administration we very soon get into difficulties. In inquiries and investigations the local authorities would undoubtedly be very useful. The closer the professional and administrative bodies are drawn to one another the better for education. But such a permanent Commission, whether including or excluding the administrative authorities, would be of very great service. There would be little difficulty in getting capable men to serve. The absence of statutory authority would disarm all opposition. The High Court of Education would depend for its influence upon its own attitude and its own actions. But it would soon, we believe, if composed according to Mr. Macan's suggestion, gain a very large share of public confidence. The proposal we consider a valuable one, and its realization would go far to make up for the want of legislation. Mr. Macan's article deserves careful reading.

IN the Queen's Speech a measure for the constitution of a teaching University for London is put into the same conditional time clause as the measure for secondary education, and to find a Bill introduced by the Lord President, and already printed, just as we are going to press, is at once a relief and a surprise. It is in the main a reprint of last year's Bill, with some not unimportant variations, the consideration of which we must leave to another month. For the present we will only note that one essential point, without which the teaching University would have been a mockery, is apparently secured. "Unless the Senate otherwise determine," there are to be separate examinations for internal and external students, and the kind of examination passed will be stated on each certificate or diploma. To the proviso that, if practicable, one examiner at least in each subject shall be a non-University teacher we see no objection. The definition of "Teachers of the University" is sufficiently catholic. They may include "members of the teaching staffs of public educational institutions situate within a radius of thirty miles from the University buildings." The task of determining who shall be recognized as teachers is entrusted, in the first instance, to the Statutory Commissioners. It is to be hoped that they will err on the side of exclusiveness.

IF Mr. Fletcher Moulton's attitude towards the London University Commission Bill is misunderstood, it will not be for lack of explanation. His latest exposition occupies a column of small print in the *Times*, but the substance of it can be compressed into a short sentence. If the *status quo* of examinations is maintained in its integrity, he will withdraw his opposition to a dual University, though he still

fails to see what good can come of it. He cannot understand why he should be called an obscurantist, and is therefore as indignant as the Billingsgate fishwife when Douglas Jerrold called her a parallelopiped. There is no arguing with an opponent who holds that teaching and examination should be kept distinct in water-tight compartments, but we may join issue on two plain matters of fact. Mr. Moulton asserts that London degrees "are esteemed at least as highly as the corresponding degrees of our residential Universities." Let him consult Messrs. Askin & Gabbitas, or Griffiths, Smith, & Powell, as to the respective values of a London and Oxford or Cambridge degree in the scholastic world, or let him look at the list of the Headmasters' Conference and see how many of its members hold London degrees. Again we read: "There are many Universities for residents. There is only one for those who cannot afford residence." Mr. Moulton has forgotten, or finds it convenient to ignore, the Royal University of Ireland.

IT is a matter for congratulation that the Chambers of Commerce are at last preparing to take a really useful step towards the improvement of commercial education. The Associated Chambers at the meeting on March 16 will be asked to assist in providing "facilities for training youths destined for a commercial career." This obviously means improvements in the teaching on the commercial sides of secondary schools, and possibly the presence of higher or tertiary schools of trade and commerce on the Belgian or Japanese pattern. That such proposals should be made, none too soon, is a tacit admission that the present examination scheme has failed. In 1891 Mr. Findlay, reporting on German commercial education to the Sheffield Chamber, characterized the examination scheme (adopted in 1888) as a "measure for which the example of France or Germany offers no warrant." "The scheme of examination," he pointed out, "has done great harm in practice, because it was supposed to satisfy the requirements of the case." These words have been fully justified. Any one who has studied the list of prize winners at the annual prize distribution of the Chamber of Commerce will have noticed that the prizes and certificates are taken (with a few noteworthy exceptions) by pupils crammed up in book knowledge in institutes, seminaries, &c., where there are absolutely no facilities in the way of teachers or apparatus for acquiring a practical commercial training. French, German, or elementary science, properly taught in a good secondary school, is the best preparation for a commercial education—at any rate up to the age of sixteen or seventeen; afterwards, but not earlier, the pupil can go with advantage to the school of practical commerce. The Chambers of Commerce, we note, are going to ask for assistance from County Councils and County Borough Councils. We have no doubt this will be freely given. If any of them want an active spur, they may find it in the fact that the chief prophet of the old and discredited examination system has been Sir A. Rollit, who said of it in 1888: "The machinery of commercial education was not only ready, but in action."

AN important educational movement has just been initiated by the Navy League. This body has had under its consideration the very limited opportunities there are for respectable lads, fresh from the elementary schools, to undergo a training in seamanship and navigation which will fit them, while pursuing a career in the merchant marine service, for a place in the First Class Naval Reserve. As a *ballon d'essai*, a circular was sent out to the County Councils urging the provision of joint training ships fed with pupils by means of county scholarships, to be followed by apprentice-

ship in merchantmen, these advantages being coupled with an obligation to qualify for the Reserve. This was obviously too large an order for the County Councils, especially as their legal powers did not extend to the latter part of the scheme; however, several of them agreed to the scholarships. Fortunately it has been found possible to start the necessary ship by the co-operation of the Admiralty and the Shipping Chambers, and it is expected that county scholarships will now be readily forthcoming. The Charity Commissioners are to be requested to amend schemes for apprenticeship charities so that the apprentice can go to sea under suitable conditions, and it is probable that the City Companies may assist in the same direction. A powerful committee—the educational element in which is supplied by Mr. Yoxall and Mr. Macan—have the matter now in hand, and a vigorous agitation will be started.

THE demonstration in force, directed ostensibly against the Science and Art Department and Clause VII. of the new "Directory," but in reality against the recognition of the County Council Technical Education Committees as having any rights in the secondary sphere, has conspicuously failed. Led by the Dean of Manchester in a letter to the *Times*, and ably seconded by the Associations of School Boards and of Headmasters of Higher Grade Schools, an attempt was made to induce the Duke of Devonshire to suspend the operation of the clause until the production in Parliament of the promised Bill, when, of course, the two questions could be conveniently fought together. The effect upon the Lord President was scarcely that anticipated. Although the County and County Borough Councils applying for recognition had been warned by the Department's inspectors not to expect an answer under about three months, the consent of My Lords came upon them in the first week in February, before Parliament met, and while the ink in the School Board petition was scarcely dry. Poetic justice was satisfied by the fact that the very powerful attack upon the county of Surrey in the *School Board Chronicle* was met by the Duke's issuing his first minute recognising that county as possessing the necessary qualification under the clause of the "Directory."

IN reference to the concordat we discussed last month, which has been issued by the Incorporated Headmasters and the Headmasters of Higher-Grade Schools, and which we welcomed as a sign that the bitterness of rivalry was past, the National Union of Teachers has caused to be widely circulated the following resolution: "That the N. U. T. is not involved in the opinions and conclusions expressed in the joint memorandum on the relations of Higher-Grade and Secondary Schools, which owes its existence alone to the Association of Head Masters in Higher Grade and Schools of Science, and to the Incorporated Association of Head Masters." It is worth quoting in full. At first sight it raises a smile. It implies pique at not being consulted. But there is more than this. It is part and parcel of the irreconcilable attitude taken up by this body. This is most regrettable; and the N. U. T. over-estimates its strength. Its success has been great in the past, and its usefulness undeniable; but pride goes before a fall. The Union is taking up an impossible attitude that can lead to no goal, though it may prevent the attainment on the part of others. It says in effect: "There are no secondary teachers, no secondary schools. There is one national system of education; there is one body of national teachers. Some busybodies are trying to prevent the natural development of this national system. These we will resist tooth and nail in behalf of the nation."

THIS destructive attitude is regrettable, and it may turn out in the end that the N.U.T. has over-reached itself; but much harm can be done by it before then. Mr. Findlay has addressed a long letter to the organ of the N. U. T. He desires, if possible, "to convert the *Schoolmaster* to a more conciliatory attitude." The letter is serious and dignified, but it is discussed in a flippant editorial note which insinuates that a secondary teacher is *ipso facto* out of court. But we recollect that not long ago (early in 1896) the President for the year was compelled to explain that the opinions of Mr. Macnamara the President were not necessarily the opinions of Mr. Macnamara the man. It may be in this case there is a similar discrepancy between the views of the editor and the man. Of one thing we are sure, that if the *Schoolmaster* maintains its present *non possumus* attitude, it will most certainly lose such political influence as it possesses. The editor would do well to take to heart the dispassionate description of the elementary teacher—his virtues and his failings (especially the latter)—that Mr. Arthur Sidgwick gave to the Assistant Masters' Association.

THE School Boards are still on the war path about Clause VII. Sir John Gorst gives them small encouragement, even though he condescends to a quibble. "What about applications from County Councils to become local authorities for secondary education?" asked Mr. McLaren. "I have heard of none," replied Sir John, "but several County Councils have notified their willingness to be responsible—under Clause VII. of the 'Directory'—for the distribution of Science and Art grants." And he spoke at Cambridge in approval of such applications. Burnley is indignant, and, on the face of things, seems to have cause. But the quarrel is really only one of vested interests. The town gets its School of Science, and the Departmental inspectors will see that the education given is satisfactory, whether the governing body be the School Board or the Grammar School. The Association of School Boards has decided to take further action, but it is not quite clear what it can do. The pity of it is that there should be this hostility between two bodies each of whom, it may be assumed, has the interests of education at heart, and not its own personal aggrandizement. If the Charity Commission or the Department can bring about co-operation between the existing educational authorities in municipalities a great step forward will have been taken. It seems as if the School Boards would hear of no compromise.

SIR JOHN GORST has no objection to the removal of the 17s. 6d. limit for continuation schools. It is, he says, merely a question of finance, and needs the approval of the Chancellor of the Exchequer. But he promised that he and the Lord President would do their best to get the inequality removed. Then Sir John seized the opportunity of the presence of an influential deputation from the great School Boards of the country to develop one of his favourite themes, and one which cannot too often be dwelt upon. There is, he said, a hiatus between the work of an elementary and of a continuation school. This is true, and militates greatly against the success of the evening work. Students have forgotten much, and have lost the habit of book study. So instead of continuing their education, they are only too often doing over again what they have done or ought to have done in the day school. The same difficulty occurs in much of the County Council work, and much money is wasted in re-teaching the elements of a subject to adult students who ought to come to such classes to receive instruction beyond what is given in the schools. There

must continue to be great waste until there is co-ordination between the schools and technical instruction classes of each locality.

THE recent debates on a Catholic University for Ireland suggest that a "No Popery" cry could be as easily raised now as it was in the days of Barnaby Rudge, though it would not now be backed by men of light and leading. It is clear that Mr. Balfour will have to deliver more "missionary speeches" before he converts the Cabinet. A number of Unionists, says the *Times*, are not yet convinced by Mr. Balfour's "ingenious reasoning and impassioned appeals." The Catholics who owe allegiance to Rome have always claimed to have their own schools and colleges. But their students are now permitted to go to Oxford and Cambridge; their religious interests may be safeguarded by a Catholic house of residence. From the point of view of education, it is unwise to have sectarian Universities. There is an inevitable tendency to narrowness. Witness the lack of broadness in our elementary training colleges, and in schools limited to one class—officers' sons, for instance. It seems reasonable that the Catholic student should get his education at Trinity College, and should live in a Catholic hostel. But, if the Catholics of Ireland cannot accept this compromise, we see no reason why they should not be aided by public money to establish their own teaching University. Still, in the nature of things, if such a University is established, and remains thoroughly exclusive, it will not, in our opinion, win any great reputation for learning.

WE have spoken before of the interesting attempt that is being made in some quarters to establish schools for the co-education of boys and girls in towns too small to support separate schools, and we have mentioned the success that has met this endeavour at Bakewell. But we confess to certain qualms when we learn that Mr. W. T. Stead has "taken up" this school. Mr. Mansford, the headmaster, is no doubt glad of an opportunity of giving his views, and relating the story of his success in the *Review of Reviews*; but we have seen other educational experiments ventilated in this paper, and have watched the subsequent story with dismay. Few of us can withstand the temptations of such publicity. It is, however, interesting to hear of the present success of the Lady Manners School. The presence of girls makes the boys behave well, we are told, and removes the necessity for corporal punishment. Certainly the girls stimulate the intellectual efforts of the boys, who do not like being beaten by their friends' sisters. We do not wish to encourage undue vanity, but it must be admitted that in this school the first places are occupied by girls—even under a School of Science syllabus.

THE Archbishop of Canterbury has gained his point over the Berriew School. The Charity Commission had, after due inquiry and investigation, drawn up a scheme for the management of this school. It may fairly be presumed that the scheme was the result of knowledge of the circumstances, and would have brought this school into harmony with the general trend of Welsh education. The scene in the House of Lords must have been impressive. The Archbishop said: This is a Church school, and we mean to keep it—though he admitted there were no express words in the foundation deed assigning the school to the Church of England. The Duke of Devonshire washed his hands of the matter. The scheme had been drawn up by his predecessor; it did not concern him. Lord Salisbury viewed the scheme as an attempt at plunder, and so opposed it. So in a short hour the House of Lords, without

adducing any arguments, demolished a scheme that had been approved by the Charity Commission and by the Privy Council in 1894, and the Berriew School is "saved" to the Church. It is for the Archbishop and his friends to see that the educational efficiency does not at least fall below the general average in Wales.

MR. ERIC PARKER, writing in *Longmans' Magazine*, draws a woful picture of the position of a preparatory-school assistant master. He says, as has often been said before, that the young graduate with no capital inevitably drifts into the scholastic profession, because he does not know what else to do. Often also he likes boys and likes the short hours and long games and general bright life of a school for young boys. But what is he to do in ten years' time, when his tastes have changed. He may grow tomatoes, dig for gold, become a book-maker, or shoot himself, as Mr. Parker suggests; or he may remain an assistant master with a daily increasing dislike to his work of supervision in the playground or preparation room, and a daily increasing sense of the inadequacy of his fixed salary to his growing wants. The remedy suggested is probably the only sound one. Insist upon training, and you will cut out those who drift into the profession because they do not know what else to do; and you will ensure that the master has deliberately chosen his career. Mr. Parker's other remedy is, as he confesses, fraught with difficulties. He would greatly lower initial salaries in order to provide money for a steady increase. Certainly the present position of the assistant master is a serious menace to the efficiency of secondary schools.

THE condition of "half-timers" in Lancashire seems to be very terrible, judging from the reports in the newspapers. No one accepting these reports as true can help condemning the system. But in London schools and in reference to full-time scholars there is a growing complaint of the same sort. In one school an Inspector noticed a want of alertness, and the Headmaster made subsequent inquiries to account for this. He found that a third of the boys in his school went to work in the early mornings, and he gives a list of the numbers of boots cleaned, the quantity of milk delivered, and so on. It is not to be supposed that this custom is a new one. The explanation of the trouble is different. The fact is that every year more and more is required from scholars. The standard of work is steadily rising, and it becomes more and more necessary that the boys should come fresh to school and not already wearied with work. To some extent the manual work is a rest; but not if it is overdone, as seems only too often to be the case. Two things are needed. First, that parents must be taught not to expect to make money out of their young children; secondly—and here comes in the moral for those who control education—parents must realize that the children are gaining something at school which will be of real value to them later. At present they cannot always feel this. The school curriculum is sometimes too widely divorced from the facts of life.

"FROM the known to the unknown" is a pedagogic maxim as old as Socrates. Like many maxims, it tends to become an empty form. The average teacher probably takes about ten years to understand its significance, if he has not become fossilized before this. The average trained teacher might perhaps take five years to gain the same end. The so-called "born teacher" realizes it at once. Hence his power. The difficulty, of course, is to find out what is "known" to a particular class at a

particular stage. It is interesting to note that so long ago as 1845 My Lords of the Committee of Council ordered—in their then peremptory style—all teachers to teach from the known to the unknown. Teachers were also told to adopt the Socratic method. We take these facts from an amusing address delivered last week to the Richmond Teachers' Association by the Rev. T. W. Sharpe, late H.M. Senior Inspector. The genesis of play-yards is peculiar, according to the same authority. Apparently they were insisted upon about the same date, not from any desire to encourage games, but to keep the children from contact with "vicious men and women" and from the companionship of boys bred to thieving. Fagin would seem not to be an over-drawn character.

MR. SHARPE had an amusing anecdote about Lancashire clogs. At one time My Lords insisted upon wooden floors. The managers of a school in Lancashire sent up to London a sack of clogs to prove that the children brought their own wooden floors with them. A barn was recommended as the model of a school-room, and all desks were to be turned to the walls. The teacher was not to have a seat, "lest he should lounge." Mr. Sharpe also grew serious in warning teachers against trying to do too much. No man, he said, can give more than three oral lessons a day. This is a wise caution. There is a great tendency nowadays to overdo the teaching and leave the child's mind no time to work on its own account. Continued oral teaching or lectures are not only fatiguing to the teacher but harmful to the taught. We want to hit the happy mean between the present system and the old order of things under which the master came into the room and said: "Prepare the next hundred lines, and any boy who does not know them in half an hour shall be kept in." This as a preliminary to the quiet perusal of the morning paper.

TECHNICAL EDUCATION.

REFERRING to the notorious Clause VII. of the "Directory of the Science and Art Department," the Leicestershire Technical Education Committee, reporting to the Council intimating their willingness to be responsible for the Science and Art instruction within the administrative county, stated that a public inquiry would be held on the 12th ult., and notice of that fact was sent to every known Local Committee managing Science and Art classes, governing bodies of secondary schools, School Boards, voluntary schools associations, the Diocesan Board of Education, and the Urban and District Councils. The proceedings at the inquiry are interesting reading, and afford a striking illustration of certain reflections in this column last month.

"THAT the application had excited both surprise and lively interest among the local authorities of the shire," says the *Leicester Daily Post*, "was evident at the outset from the representative character of the attendance. But the proceedings had not made much progress before it became most strikingly apparent that the proposal had aroused considerable alarm and opposition as well."

AND so the "reactionary innovation," as it is termed, was magnified, misunderstood, explained, discussed, and denounced. "Few can recognize the real meaning of the disclosures of Saturday," continues the critic quoted above, "without being driven to one conviction. It is that the present Government has evidently again resolved upon effecting an educational revolution, and has employed the Department to 'drive in the thin end of the wedge.'" As was pointed out last month, the Department, in suggesting these "public inquiries," has given colour to the suggestion that there is "something behind" the simple terms of Clause VII.: consequently there is "much ado about nothing." But, as the Department has carefully explained, it is cognisant only of that part of secondary education defined in the Technical Instruction Act of 1889. County and County Borough Councils are the authorities appointed to administer that Act, and in doing so they have been obliged by compulsion, if not compulsion, to subsidize Science and Art Classes. . . . In England, according to the official returns for 1894-5,

of £660,506 expended by County Councils, no less than £111,451 was applied to schools and classes in receipt of aid from the Science and Art Department.

NEARLY one-fifth of the money at the disposal of local authorities is thus finding its way to make up deficiencies in South Kensington grants. Put in another way, in 1894-5 the Department aided Science and Art classes throughout Great Britain and Ireland to the total of £203,066, and for England alone, had there not been willing County Councils to rely upon, those classes would have been deficient of the "means of subsistence" to the amount of £111,451. It is clear, therefore—local committees, voluntary associations, Diocesan Boards and School Boards notwithstanding—County Councils, finding at least one-third of the necessary money, must have a very real and effective interest in the Department's classes. Moreover, in several administrative areas, the Councils are already "responsible" for such classes, the South Kensington grants, whatever they may amount to, being "made up" to a reasonable rate of remuneration by the local body.

FOR the Department to recognize in the Technical Education Committees of Counties and County Boroughs suitable "organizations" for the delegation of certain administrative functions is the obvious sequel to Form ³⁴⁹_S of 1891, and the letter to the County Councils which accom-

panied it. Instead, however, of concerning themselves with "public inquiries" and with the prophetic objections of those who, if they desire to do so, can decline to act in unison with the county organization, it would be well for County Councils to ascertain the measure of the "responsibility" which they are accepting. The growing disposition on the part of central authorities to shift burdens to the localities must not be forgotten. The figures given above are sufficiently striking to justify apprehension; the apprehension that, unless local authorities proceed with caution, this responsibility—which they are freely abused for accepting—will consist of maintaining, out of the rates, a vigorous bantling for which the Government, its wealthy parent, should provide.

IN a report on "The Existing Facilities for Technical and Scientific Instruction in England and Wales," prepared by Mr. A. N. D. Acland and Mr. Llewellyn Smith in 1889, there is an interesting comment upon "the extremely unsatisfactory way" in which the statistics and publications giving information respecting the work of the Science and Art Department were edited. Similarly with regard to the reports issued by the Technical Education Committees of County Councils, occasion has been made in this column, from time to time, to direct the attention of those concerned to the extreme importance of preparing detailed annual reports on a more or less uniform plan. It is satisfactory to note, therefore, that the Association of Directors and Organizing Secretaries have adopted a series of recommendations dealing with this matter. In a "prefatory note" to the Sixth Annual Report of the Cumberland Technical Education Committee this useful observation is made: "It is hardly necessary to advert to the great value, at the present early stage of the technical education movement, of an accurate record of the experiences of the authorities engaged in the work. Unfortunately the full benefit of that experience has not hitherto been easily attainable, owing to the lack of any sort of uniformity in the time and manner in which each authority published the reports of its proceedings."

THE Cumberland Committee's Report, to which further reference will be made next month, is, as a contemporary remarks, "eminently worthy of the careful attention of the administrative officers of other County Committees, since its structure and arrangement are such as to enable one to readily comprehend the entire scheme of technical education in the county." Unfortunately for the present-day inquirers and the future historian, the reports now issued, reasonably complete or readily comprehensible—including those of the county boroughs, which are frequently admirable—might be counted on the fingers of one hand. And several counties have not apparently achieved the preliminary merit of printing an annual report of any description. In time, it may be hoped, all local authorities will come to realize the value of an intelligently designed annual review of their educational enterprises, both as a permanent record for reference and comparison and as a contribution to the knowledge of the nation.

THE TEACHING OF ELEMENTARY MATHEMATICS AND PHYSICS.

By Professor STEGGALL.

IN dealing with school work in mathematics and physics, as with any subject of instruction, the two main questions that educators have to answer are: What, or rather how much, is to

be taught? What are the methods to be used? The first question is generally dealt with, to some extent, from the point of view of those not actually engaged in teaching; the second is usually left entirely to the teacher; assistant-teachers being expected to follow, within certain limits, the methods of their chief. I propose to take each of these questions separately. First, then, how much is to be taught? It is unnecessary here either to discuss the relative importance of different subjects, or even to hint at some more or less arbitrary division of the school week, or day, in order to meet the demands of conflicting studies. We may at once assume that in all rationally conducted schools a reasonable share of the available working week is assigned to mathematics, and to some physical science; our enquiring is limited to the range that ought to be covered during the prescribed period.

In almost every case the demands of examinations inspire those instructions from outside the teaching profession that regulate this range. It might thus appear that the responsibility of teachers is, on this point, almost entirely removed. But this is not really the case, for with them, I believe, ultimately rests the decision as to which pupils shall be prepared, and at what ages they shall be presented, for examination. If my view is right, I am emboldened on the ground of long experience to say that the range of work in elementary classes can hardly be too restricted so long as mere iteration is avoided.

While there is an intrinsic reason for this restriction in dealing with elementary arithmetic and mathematics, there is a great external temptation to depart from it. The ideas of number and form are, except in their most obvious application, highly abstract, and not readily associated in the beginner's mind with the facts and incidents of daily life. Thus the average school-boy finds it far from easy to recognize the strict logical sequence of geometry and algebra that gives these studies so great a part of their value. It is only after careful illustration has been drawn from experience, and after well constructed examples have been presented in the form of easy problems, varied in appearance, but single in principle, that a reasonable hope of sound work may be indulged.

On the other hand, this close logical sequence is to a large extent the occasion of, and opportunity for, the temptation referred to. Apart from mere "sums" it is not easy to frame written questions which, while fairly short, easily grasped, and free from ambiguity, shall at the same time require for their answer a clear hold on a definite principle. Anything like a "bookwork" question in an arithmetic paper requires very careful wording, and, even then, often results in most varied answers, all unsatisfactory—alike to the examiner, who feels that he might have expressed the question better, to the pupil, who has not been taught to write out his thoughts, often sensible enough, in good grammatical and logical form, and to the teacher.

Nor need the teacher be to blame, for, despite the pressure often put upon him to obtain "results," his work may have been conscientious and eminently rational. The slight differences that will always be found between the forms in which educated men may give the same instruction or frame the same question involve this special danger, that in the excitement of the examination room the young candidate may get flurried and frightened by a single unfamiliar word in even a familiar question.

Imagine him—or, worse, imagine her—forbidden to ask questions, the familiar friend the master, if permitted to be present at all, scrupulously maintaining an impassive demeanour, inscrutable as night, in place of the genial manner of the daily lesson; possibly a stranger stationed for the avowed purpose of watching the candidates. A single word from teacher or examiner would explain the point in the meaning of the question that vexes the small mind, but that word must not be said. As a result, the question is neglected, even by the best pupils, in case it is misunderstood, or at best a speculative shot is fired at the end of the paper just before "Time up" is scrawled on the last page.

It thus almost necessarily happens, as things are, that examination papers mainly deal with results rather than processes, and here the temptation derives the main strength. Results are easy of recollection and usually simple in form, so plenty of practice in "sums" of special types (as opposed to problems) will be the best preparation for an examination. In resisting this temptation the teacher should be strenuously supported;

and one way to help him is to defer written examinations to a later period than that at which they are usually taken.

It may perhaps be properly remarked here that an oral examination, such as is prescribed by the Scotch Education Department in connexion with their Leaving Certificate Examination, but which is practically found in England (as far as arithmetic and mathematics go) only in Government-inspected schools, is of the greatest value for testing knowledge of principles. The elastic give-and-take manner in which an examiner ought, I think, to propose such questions allows him to see at once whether they are understood, and to modify them if they are not.

Besides this, the oral examiner is able to receive suggestions from the actual teacher on the best form for his questions, and he can with perfect ease discuss points of principle with which it would be useless, and perhaps unfair, to hamper a printed paper.

With regard to physics, the argument in favour of restriction seems somewhat different. Many of the ideas (*e.g.*, the laws of motion) are akin to abstractions, and in such cases all that has hitherto been said applies; but others are of a more familiar kind, and can be tested by experience at first hand. At the same time, the subject is so vast that there is a real danger of its reduction to a catalogue of facts. It is advisable to surround each sub-division of the subject, as indeed is largely done in good text-books, with great range of illustration. In any case to crowd into a school year more than, say, a course on heat, or on general physics, is to run serious risk of wasting all the time thus spent.

Having so far considered the range of instruction, we may next examine, without attempting exhaustive or even logical definition, some of the points in method that seem to deserve attention: and, beginning with arithmetic, we are at once struck with a curious anomaly. While, in many schools, the youngest children are successfully taught by an appeal to some sort of general principles, the older pupils often appear to have lost sight of such principles altogether. To these a method is only satisfactory if its expression can be reduced to a short and simple "rule"; the logical steps involved being too often ignored.

As far as I know, this state of affairs is being steadily improved, and a greater degree of intelligence is being brought into play on all sides. The success that has attended the adoption of broad lines in the instruction of young children in the rudiments of arithmetic encourages the hope that a similar reward will fall to any teacher bold enough or free enough to apply these methods to the case of older pupils. But, while few may be ready to differ from me as to the ultimate advantage to the pupil of the methods for which I have somewhat vaguely indicated a preference, there are several points of practical detail as to which the expression of the opinions of others would be helpful; and there are a few on which I venture to make definite suggestions.

In the first place, then, is it not practicable, in teaching numeration and notation, to illustrate the principle of "groups," not, of course, using the word, by an appeal to pounds, shillings, and pence, or yards, feet, and inches, where the grouping proceeds by various multiples, not all alike? This would lead, I think, to a better conception of the real utility of our system of numeration; and utility is one of the best recommendations to a child.

Again, consider proportion—when I was at school I remember well how the method of "reduction to the unit," introduced by a new master, not only illuminated a previous obscurity, but led up, as soon as a few examples had been worked, to a clear *idea* of proportionality, a *word* that I probably did not know. I believe there is much divergence of view on this point, but I think that the certainty of the unitary method, and the practical guide to the idea of proportion that it affords, far outweigh the only objection, its length, of which I am aware. Besides, in a very short time, the pupil makes the mental statement of the sum as short in one way as in the other, the difference in favour of the first being that in the case of beginners, and especially in compound proportion, the exhibition of the method almost infallibly secures accuracy in reasoning.

Arising from this is another point of some importance. In most books proportion is followed by many "rules," or "cases," all simply variations on itself. To this class belong interest, discount, profit and loss, stocks, percentages, proportional parts, &c. It is a constant surprise that such similar subjects

are so carefully separated. Is there any reason for this, other than a survival of the idea that these "rules," being of daily use, were to be treated with as much dignity as if a separate method were attached to each?

In an advertisement by a local draper there is mention of 20 per cent. reduction during a sale; and a large part of a column is occupied by the addition, to "20 per cent.," of "that is, 1s. in a purchase of 5s., 1s. 6d. in 7s. 6d., 2s. in 10s.," &c. At first I thought this an advertising trick to catch the eye; but the glorious uncertainty in which the discount-working schoolboy lives has shown me that the draper is an educator as well.

It is no exaggeration to say that many boys who have done "percentage" could neither tell, mentally, what 15, or even 5, per cent. amounts to in a sovereign, nor could they properly work out the number of people that form, say, 24½ per cent. of a population of 2143.

I am led to interject the suggestion that mental arithmetic should be carried much further up the school than generally seems to be the case.

The question on percentage leads to another point, namely, the expediency of setting some sums to be done approximately. This usually involves the retention of a definite number of decimal places in the various stages of the work. The *general* theory is only suited to older boys; the simple processes that involve the same number of decimal places all through are all that I suggest for ordinary boys who only do arithmetic. The point is one of great *practical* value, and sums that are interesting, but tedious without contraction, and therefore unsuitable for school work, become reasonable when worked by a contracted method. My own experience shows that students of physics and engineering have sadly neglected this kind of work. One asks for a result which the data assure one can only be found correctly, say, to two decimal places, and a tediously evolved fraction (often wrong) is found and reduced to a decimal with nine or ten figures after the point.

In some cases, the assurance that only so many decimal places are needed will set the pupil on the right track. Thus, to find the value of 2413 per cent. of 24675 people, many boys will reduce the result to a vulgar fraction in its lowest terms ($2381631 \div 4000$), and then divide out, with, of course, an accumulated chance of error. The well-instructed boy will multiply straight out, keeping one decimal place ($02413 \times 24675 = 5954$), and then take the nearest integer (595, which is right).

Interest sums afford, *par excellence*, good practice in this kind of work. I do not wish to magnify the mere practical use of our method for commercial purposes; but, in view of the harmless Philistinism of the healthy schoolboy, we must use every legitimate means for making his work interesting. One way is to convince him that it serves genuinely useful purposes, and is not all, as he may sometimes think it, "humbug."

Three more suggestions, and I have done with arithmetic. How often is the process for "square root," meaningless to many boys who have passed far beyond arithmetic, taught before even the simple measurement of rectangular area is explained? The case of "cube root" is even worse.

I think, without pressing for an algebraic proof, that instruction on the square-root method should follow questions on elementary mensuration, and should be also preceded by a lucid statement to the effect that the method is essentially, like division, *tentative*, consisting (i.) in finding squares nearer and nearer in defect to the given number; (ii.) in judging what are the proper squares to successively try; (iii.) in forming and subtracting them with the least labour; and similarly for the cube-root process. Until the pupil can comprehend these *points* (not necessarily their algebraic basis) it seems a pure waste of time to take up the subject at all.

Circulating decimals, again, are of purely academic interest: in no practical case need they be considered. It would be perfectly excusable to mention them in elementary text-books, and not discuss them in detail; but the usual habit of book-makers is to give the dullest of rules with the minimum of explanation. As a matter of fact, not one pupil in ten among those who do "decimals" can give a good reason for a decimally expressed vulgar fraction ever recurring at all, and not one in twenty can prove that, for example, $1/41$ cannot have more than 40 figures in its period. Still fewer even know that, if (as is the case) it has less, their number must be a factor of 40, or that the same

cycle of figures always gives *some* fraction with the same denominator. These and similar theorems, capable of direct arithmetical proof, are the valuable part of recurring decimals, and this work should therefore be deferred until such theorems can be advantageously discussed.

In the third place I think that a good deal of interest can be imported into ordinary computation by the proposal of some of the series formulæ of higher algebra for calculation to a given accuracy. By choosing suitable examples the curiosity of some pupils will certainly be excited, and they may be led to carry their algebra to a point where such series are discussed. For example, the verifications—

$$1 + \frac{2}{3} + \frac{4}{9} + \frac{8}{27} + \dots = 3,$$

$$\frac{1}{2} - \frac{1}{3 \cdot 2^3} + \frac{1}{5 \cdot 2^5} - \dots = \frac{1}{3} - \frac{1}{3 \cdot 3^3} + \frac{1}{5 \cdot 3^5} - \dots + \frac{1}{7} - \frac{1}{3 \cdot 7^3} + \frac{1}{5 \cdot 7^5} - \dots$$

afford good practice in (1) methods of computation, (2) verification of results.

Algebra is more complex and less familiar in its forms and operations. The mere negative quantity is a stumbling-block, and many theorems are hard to justify, much more to explain, to the beginner. If concrete illustration be expedient in arithmetic, it is essential in algebra. Without the greatest care the learner will suppose that algebraic operations are much at the will of the teacher, who, if he chose, could, like a conjurer, produce all kinds of conflicting results with equally specious reasons. I therefore think that easy problems should be taken at once, with the ordinary rules. How often does one hear that such a class has worked, say, simultaneous equations, "but not problems," and in consequence could not solve the question: "What number exceeds three-fifths of itself by 12?" Equations are only the expression of problems, and their mere manipulation is useless to the beginner. The general solution of equations might be prepared for by a series of easy graduated problems, beginning with such as might be solved by simple and direct arithmetical methods, and proceeding to cases still capable of fairly simple but less immediate arithmetical solution. This may be the usual method, but, if so, there are exceptions.

In the curious identities of algebra numerical examples are admittedly valuable, both for elucidating the real meaning of these results and for fixing them in the memory. No great progress in mathematics can be made unless many standard forms are not only understood, but retained at call in the memory; for intellectual assent to a new theorem can frequently be only given on a simultaneous survey of several converging results. In fact, progress in algebra is not, in its conditions, very different from idiomatic translation from a foreign language.

As the pupils go on, ground may have been broken for further algebraic work by such numerical examples as have been desiderated, and as they approach the intricacies of progressions, series, &c., there is much room for interesting arithmetical methods. Some of the results that are generally treated by artifices will be found to yield to obvious and simple concrete treatment. For example, the theorem

$$1 + 3 + 5 + \dots + 2n - 1 = n^2$$

may be proved graphically with the greatest ease; while that

$$1^3 + 2^3 + 3^3 + \dots + n^3 = (1 + 2 + 3 + \dots + n)^2$$

can be graphically shown with little difficulty. Some of the mysterious relations between binomial coefficients and figurate numbers may be beautifully shown by a simple table that derives these relations from first principles.

The binomial theorem for fractional indices is one of the hardest things in algebra. I should prefer to take the whole subject of fractional indices much later than usual, since the simplest discussion of these theories involves subtleties usually missed by boys of even high general intelligence; and apart from apprehension of these subtleties the proofs are valueless. On the other hand, combinations, permutations, and recurring series are much more interesting and easier to illustrate.

In geometry, I would plead for the early introduction of general ideas, and for apt numerical examples, e.g., in the second book of Euclid. The conceptions of a closed curve, the cutting of a line and such a curve in an even number of points, the test for inside and outside a circle, the single centre of a circle, can be treated without any of Euclid's propositions, and

seem more relevant to his assumptions than some of the formal theorems that have crystallized as "Euclid."

Numerical examples impart to many theorems a reality otherwise unattainable. The measurement of rectangles, construction of right-angled triangles, and approximate division in medial section are cases in point. The fact that the three sides of any right-angled triangle can be expressed in the forms $x^2 + y^2$, $x^2 - y^2$, $2xy$ is one of great interest. Again, the series 1, 1, 2, 3, 5, 8, 13, 21, ... is such that any consecutive three terms give very closely the length of a line and its segments in medial section: thus

$$8^2 = 5 \times 13 \text{ nearly, } 13 = 5 + 8,$$

$$13^2 = 8 \times 21 \text{ nearly, } 21 = 8 + 13.$$

Dr. J. S. Mackay gives some attention to this result in his Euclid; it is clear that such an illustration throws light on the actual conditions of the problem, and helps the study of series as well.

Such proofs as are called "dissections" will also be found stimulating to the curiosity of a class. The Pythagorean theorem gives many excellent examples, the actual constructions being obvious, but the proofs not very short in their Euclidean form.

A great deal might be said about modern geometry, a subject that in any English text-books that I know is treated more or less discontinuously. This is due not to any fault in the writers, but to the many branches of the subject that, being of nearly equal difficulty and importance, have to be dealt with in a book of reasonable size. It is not, however, necessary to discuss it here at all, partly because the boys who take it are usually sufficiently interested to dispense with the stimulus required earlier, partly because its limited application places it somewhat beyond the list of subjects of general interest.

In a future paper I hope to give a few further suggestions with respect to the teaching of elementary physics.

FROM THE PRIVATE DIARY OF A DEPARTMENTAL OFFICIAL.

By ONE WHO HAS NOT SEEN IT.

MONDAY.—Bother these Democrats, with their deputations.

There was a time . . . But that was before we were to be "reformed," before we countenanced smoking concerts of the Teachers' Amalgamated Society; before the "Directory" was anybody's chickens. Pff! "Interests of education" indeed! I'd court-martial the whole gang. Give 'em a stone, they'll demand bread. Alter Regulation MCCCXLVIII. to conciliate Incorporated Agency for putting New Wine into Old Bottles, and up comes Amalgamated Society. "Payment by Results" to be abolished, is it! Seems to me we'd better shut up shop at once. Best of it is, grants on "examination" or on "attendance" both amount to same thing in the end. Got to cut coat of expenditure to limited cloth supplied by Treasury. Only difference—way of cutting it.

Wednesday.—Just sanctioned three hundred and forty-fifth technical-instruction subject. Queer things "required by circumstances" of some districts—"Hedging," "Ditching," "Bacon-curing," "Distillation of Oils and Fats," "Condensed-Milk making." What shall it profit a nation to hedge and ditch if it trains not the intelligence of its people? Suppose they'll want to teach oakum-picking, stone-breaking, and undertaking presently! Application for Minute to authorize "Principles of Boot-blackening." Pointed out special authority superfluous—Leather-work already recognized.

Don't quite know what to do about "English." Act specifically includes "Modern Languages." Have approved French, German, Spanish, Italian, Portuguese, Norwegian, Swedish, Danish, Russian, Irish. Then why not English, they say. Our business to manufacture decisions, not reasons! Besides Department has no authority to interpret Act of Parliament. . . Still, it don't seem quite consistent. Might say, "English" can't be required by circumstances of English-speaking district. Must think it over.

Thursday.—Wonder what this Special Committee thinks it's going to do. More reform, I suppose. Talks about transferring elementary school drawing to Whitehall. Looks like coming off. Will end the only men who know how to obey orders. Some-

body calls them Kensington's Commissionaires! Then they want to give grants to these ubiquitous University Extensionists. But I think we can cook that goose. . . . Something to be said for recognizing local authorities. Won't do *us* any harm. We've done rather well out of this County Council "Whiskey" money. Councils seem willing enough to be burdened. Last year spent over a hundred thousand pounds—half as much as we did—on our schools and classes. Not a bad arrangement. They pay the piper, we call the tune.

Friday.—"The Department," I read, in the *Technical Teacher's Trumpet*, "like the Stuarts, never learns and never forgets. Unfortunately it is an administrative hydra, and even a Cromwell could not settle it with one blow." Coming it rather strong this! Talk about a many-headed hydra, indeed! What of this precious teaching profession and its trades unions? The Amalgamated Society, largest and noisiest of the lot, the Incorporated Agency, for ever pulling strings and printing schemes, the Professors of Polytechnics, the Higher Gradients, all with claims and counter-claims. Well enough if you know they're only grinding their own axes. Some people seem to imagine they're disinterested "educational experts." Wonder they don't want to be "adequately co-opted" by the Cabinet.

Saturday.—Another deputation. Third this week. Why don't they pension, or something, some of these wild Manchester folk. One or other of 'em's always slating the "Directory" or "Department." Bothered to-day about getting "Directory" before beginning of the Session. All moonshine. Doesn't make any sort of difference. Moreover, as I whispered to the Major, "He won't be happy when he gets it." Rather on the spot that—for me.

THE EDUCATIONAL OUTLOOK.

CHAOS reigns in education, as in most other fields of intellectual inquiry. This is the one indisputable fact: the rest is controversy. The old dead war-cries are still being shouted by diverse parties: unification of methods, enlargement of curriculum, registration of teachers, and all the familiar litany. Organizations increase—Headmasters' conferences in decorous conclave, headmasters' associations in moderated enthusiasm, assistant-masters banded together on orthodox trade-union principles, clamouring for betterment or pension. There is movement in the air, and a sound of many discordant voices. But the result, so far, is practically nothing. The mountain, it is true, labours heavily; yet even the ridiculous but desirable mouse appears far distant.

Nearly three years ago sanguine reformers were gladdened by the perusal of a Government Report on Secondary Education, which was a model of its kind. Grave, scholarly, packed with information, bristling with statistics, happy in phraseology, moderate in criticism, it tempered its well-weighted conclusions with a quiet enthusiasm beyond all praise. And it was accompanied by endless memoranda from members with high names in the scholastic world, copious examination of distinguished witnesses, and careful investigation of selected districts by veracious but (as it subsequently sadly became evident) not infallible critics. Hope, like a morning star, had risen on the educational horizon; at length the long warfare was to give place to peace; at length this country was to possess an organization not inferior to that of smaller States of Europe. Gladly we hailed the light moving over chaos, the calm birth of the new era.

The intervening period has been one long history of disenchantment and disillusion. A Conservative Government, too strong to be troubled with the necessity of simulating enthusiasm on uninteresting subjects, having placed their cleverest member at the Educational Department without Cabinet rank, and pleasantly occupied the remaining time in thwarting all his well-meant efforts at progress, have sufficiently demonstrated to an indifferent world that the very last thing they desire is the stirring up of the muddy waters of educational controversy. The play, indeed, continues to be played, to the satisfaction of all: petitions, deputations wait on various members, to be received with attractive courtesy, addressed in heavy platitude, bowed to the door with well-disguised rejoicings. Occasional and harmless speeches are made by prominent members of the Govern-

ment, extolling the advantages, commercial and otherwise, of education. But nothing is done, and nothing will be done. And so during the "slump" in politics the sorry farce will continue; until a renewed depression in trade or a spasmodic revival in altruistic fervour causes another outburst of popular feeling like that of 1870.

What, then, is the present condition of educational organization in England? Why are we unpleasant busybodies not content to let well alone, and leave things to continue in the future as in the past? Let us glance for a minute over the educational field.

At the top of the scale, the glory of England, exquisite and apart, stand the great public schools, haughtily aloof from the weltering chaos below, secure in the mystic secret for the production of that flower of modern civilization—the English gentleman. Hither come the children of old families, consecrated to this service from immemorial days. Hither also comes the wealthy linendraper, solicitous for his offspring of entrance into that region of the blessed for ever denied to himself. Adequate criticism of these institutions is but rarely found. Those engaged in their work are either too busy or too timid, or loftily shun the dust and heat of controversy. Attacks on the great schools, mainly bitter and ill-informed, often impetuous, are fomented by members of the intellectual proletariat smarting under the sense of their own social inferiority. The products of the system, who alone could criticize with adequate knowledge, rest for the most part content with the certainty that the methods of education which have produced themselves must of necessity be the best in the best of possible worlds. So occasional and intermittent rumblings alone disturb their serenity. Here a boy, fiercely asserting ill-treatment from his comrades, rushes speedily on death. There a voice crying in the wilderness attests bitterly moral degradation or shameless vice. But these storms ruffle but for a moment the calm of the surface; and they are always effectually quieted by that ceaseless chorus of praise rising ever from foreign critics, who, after hasty inspection and hospitality, are caught by the glamour and the glory, and tearfully testify to the inferiority of their own State-crushed systems.

In these last few months a more serious onslaught shows signs of gathering strength. Irresponsible scribblers, seeking material for copy in the silly season, and finding the great heart of the British public unmoved by Volunteer conscription and gloomily indifferent to controversy on feminine immodesty, at length have discovered a more rousing topic in the devotion to athletics at our public schools. The subject has proved fruitful; articles appear in reviews ordinarily closed to educational discussions: there are evidences of a growing agitation. The average parent, often insufferable in individual cases, but in the main patiently meek and enduring, has here perhaps a genuine ground for grievance. After expenditure of many hundreds of pounds, how often does he find his hopeful offspring summarily discarded from his school by inexorable laws of superannuation from which there is no appeal; possessing, at perhaps the age of nineteen, a body well trained to manly sport, a mind in the condition of unbaked dough, and for sole asset to fight the battle of life an ardent and unfeigned devotion to those popular heroes who are successfully demonstrating the triumph of matter over mind! And, as one after the other entrance into the Army, Medicine, Bar, and legitimate business becomes closed, and at length the pride of the family, after enormous outlay on special teachers, is reluctantly dragged into the hospitable bosom of the Established Church, there to seek respectability and peace, the poor father becomes dimly conscious that there is something wrong somewhere: though exactly where he is unable to ascertain. Anyhow, here, at least, the fat appears to be in the fire. And even some of the official heads of the great schools are commencing to cry Halt! and laboriously devising methods of control for this Frankenstein monster of their own creation.

Passing from public-school to middle-class education, we fairly enter into the region of contention and chaos. Recently panic has arisen concerning increase of foreign, especially of German, trade. Panaceas eagerly demanded are speedily manufactured. But, while competent authorities like Mr. Ernest Williams bemoan free trade or anticipate salvation in the branding of good red meat with indelible violet ink, the plaintive mob seek shelter in less drastic remedies, and here, as always in times of terror, gloomily mutter that blessed word Education. "We must educate or perish," cries the Duke of

Devonshire to the hardy workers of the North ; and, confronted with these two dismal alternatives, they perforce choose the less distasteful. So there is bustle and preparation. Peripatetic lecturers discourse to occasional and aged females concerning butter-making, and other melancholy and useful topics. Technical schools are founded with flourish of trumpets in which boys assiduously carve screws and mix colours, while their parents gleefully cherish the misapprehension that their children are receiving education. Accompanying the encouragement of manual skill, we find the old grammar schools falling into hopeless decay, and higher-grade schools, teaching truculent science, everywhere established in their places. Only here and there a quavering voice whispers that it is perhaps possible to pay too dear a price for mechanical superiority, and that, after all, knowledge of the nauseous composition of vegetable dyes will not permanently satisfy the soul of man. But these voices pass unheeded : panic now, as always, triumphs ; and the middle-class boy who is not mercifully consigned to an office before his mind has commenced to mature, seems destined in the future to be delivered over beyond release to the study of appliance, vaingloriously entitled education.

Below these middle-class institutions stretch the great masses of the common people, gratuitously receiving from a beneficent Government just that modicum of knowledge necessary for the due appreciation of the humour of *Ally Sloper*, while their betters are angrily wrangling whether this secular skill is or is not to be flavoured with extract of theologic dogma.

What conclusions can we finally draw from this brief survey of the educational field ? Amidst all the confusion and uncertainty, we would plead for the consideration of two not unimportant subjects hitherto uniformly neglected. First, apart from party catch-words and long-mouthed phrases, what exactly do we mean by "Education" ? And, secondly, having obtained this knowledge and determined also its desirability, how best, apart from fear or favour, can we contrive to impart this education to the community at large ?

FRANCES E. WILLARD.

BY ONE WHO KNEW HER.

MISS FRANCES E. WILLARD, President of the National Women's Christian Temperance Union, and, until last November, of the World's Women's Christian Temperance Union, died at New York on February 17. She was the first woman who ever held the post of president of a women's University, a fact which of itself entitles her to a notice in this Journal. Miss Willard was born in 1839, her father moving out west as a farmer when she was a child. Here she picked up a miscellaneous education, profiting as much as possible by opportunities which were somewhat limited. Doubtless her best opportunity was in her parentage, for both father and mother were of that sturdy Puritan stock which has made the United States what it is. She had every liberty except on the Sabbath, which was pretty rigidly kept, never knowing unwise and unnecessary sex distinction between herself and her brother Oliver. About the only thing that she did not do was to vote. On one occasion when we had a long talk, she called to mind how "Father, Oliver, and the hired men all went off to vote, dressed in their Sunday clothes, she and Mary watching them climb into a wagon from the window. 'Wouldn't you like to vote as well as Oliver? Don't you and I love the country just as well as he does, and doesn't the country need our ballots?'"

Miss Willard was a teacher from 1858 to 1874. She said herself that she had thirteen separate seasons of teaching in eleven institutions and six towns, her pupils numbering in all about two thousand. Nor did she ever relinquish any of these situations save of her own free will, with a warm invitation to return in every case but one.

It is curious to find in her first school, at Harlem, Cook County, what were the duties of the woman who has well been named "the uncrowned Queen of the United States": "I had to walk more than half a mile to my den—in the most comfortable house I ever saw . . . I had to help sweep out the school-house—which is dirty beyond description, with broken windows, baked floor, and cobwebs mingled." Teaching was primitive in those days ; there was remarkably little thought or said

about child psychology. Fathers would come to the school-house door with a stick, asking Miss Willard to beat their children with that particular one. She records that she only once responded to the invitation. "He was a boy almost as tall as myself, and I had no small addo to hold him by the collar, while he did his utmost to show he was more of a force than his young teacher, but without success."

Miss Willard was indeed one of the gentlest of women ; the most pronounced feature of her strong character was love, and her magnetic force showed itself in the number and devotion of her friends, both men and women. Another record informs us : "My pupils have troubled me greatly. Have been obliged to box the ears of two reprobates, ferule the brown palms of four, and lay violent hands on another, to coerce him into measures that did not meet his views. All this I have done. I am sorry it became necessary, for I feel kindly towards them all, and never speak a harsh word, only as they force me to do so by the total depravity they manifest."

Still, hidden away in Cook County or Kankakee, Miss Willard "thought she would one day see the world." Gradually she climbed the ladder educational. In 1862 she was head teacher of the Evanston Public School, and later Preceptress of Natural Sciences at the North-Western Female College, big strides forward from the primitive schools of the backwoods. She said of herself, "I have a natural love for girls," and this love was reciprocated. It was the day of universal knowledge *versus* the specialization we now enjoy, and in one day she notes that she taught "arithmetic, geometry, elementary algebra, universal history, elocution, zoology, geology, physiology, mineralogy. Then came upstairs, and sat down in my rocking-chair as one who would prefer to rise no more. Now I have to-morrow's lessons to go over."

Yet she observed with her own eyes. Probably Froebel and Herbert Spencer were little but names to her ; yet she notes the evil effects of competition, especially in a country where it is keen, and states her ardent belief in co-operation as a principle destined to overthrow selfish competition. She became also a firm believer in co-education, and had a larger experience of teaching both sexes than falls to most. "Girls are ten times as quick as boys," she notes, though she could probably have admitted countervailing advantages.

At this time she was much interested in what she styled "room-keeping," on which she had long talks with her girls. Her tastes were naturally æsthetic. Dress worried her, but yet she wished "to express in toilet, manners, and the room (some day, I hope, the house) I live in, that I am civilized of soul."

Miss Willard travelled in Egypt and the Holy Land between two of her teaching posts, and, on her return home, had spoken on her travels before Chicago audiences. It was early in 1871 that a Mr. Albro Bishop called on her, and begged her to lecture in the Centenary Church, of which he was trustee. She was to be paid, and the gentleman would "see that she was well represented by the press of Chicago." The gentleman undertook the business part of the lecture, observing to her : "Turn the crank skilfully at your end of the church, and I will do so here." And they both did their best. The subject was "The New Chivalry." The whole lecture was written out, but never once did she glance at her modest portfolio. Next morning the press was enthusiastic, and this lecture really marks the beginning of Miss Willard's career as a public speaker.

Only the month before it took place, she had been appointed President of the Evanston Women's College—the first time a woman had ever occupied such a post. Miss Willard said of it herself quite recently to the writer : "My best valentine was the one brought me on February 14th, 1871, in which I was notified of my election as President of the Evanston College." Mount Holyoke, at that time the pioneer institution for women, had men for all its officials.

It is amusing to the slow-moving Briton to observe how things are done in America. Mrs. Mary F. Haskin was a progressive woman of Evanston, who "believed that to have men only as professors and trustees was to shut up one of humanity's eyes, and that, in the effort to see all around the mighty subject of education with the other, a squint had been contracted that was doing irreparable damage to the physiognomy of the body politic." Mrs. Haskin ordered out her handsome carriage and notable white horses and called on half a score of the most

thoughtful women in Evanston, proposing to them to found a women's college in which women should constitute the board of trustees, a woman should be President and confer diplomas, and women should be the administrators. "Evanston is the paradise of women," said Miss Willard. Mrs. Haskin found "preparation of heart and ready answer of tongue among those earnest Christian matrons," and forthwith the thing was done.

However, honour to whom it is due. The Rev. Dr. E. O. Haven had become President of the North-Western University, and made it a condition of taking office that the door should be flung wide to women. It was he who affiliated the Women's College to the University, using his position to overcome every difficulty, especially the prejudices and objections of his colleagues.

Miss Willard said of her acceptance of the office of President of the Women's College: "It was a case of sink or swim, and I took my lessons in the middle of the stream. . . . Men and women rallied to my help as if I were their very own." The sects laid aside sectarianism and co-operated heartily. To our ideas it is strange to learn that she went about lecturing in churches and elsewhere about the new Women's College, speaking in many towns of the North-west, and spending much time in planning the course of study.

The story of Miss Willard's presidentship will hardly be understood if we fail to remember the great freedom in the relations of the sexes which exists in America. Dr. Haven was of opinion that the college girls must be trusted in their goings and comings to the University classes, even to such a point as their going and coming at night to the debating classes and social entertainments by themselves. Miss Willard fully concurred. She recognized that the first college officered by women must walk without reproach, and obtained her ends by gaining a great personal hold of the women students. It must be remembered that numbers of them were very young, fifteen for example, and this will explain why one might justifiably have recourse to measures which might seem puerile if applied to grown women.

Miss Willard deeply impressed the students with a sense of their responsibility, and formed a Roll of Honour in which they undertook to govern themselves. Amongst other things, they were to go and return to the College unaccompanied by gentlemen; to sit together, choosing certain seats and retaining them; to observe a quiet deportment in the streets, and many other things. Every girl in the school was a candidate for the Roll of Honour, which distinction could only be reached by one month of faultless deportment and punctuality. The town had its eyes on the Women's College, and pronounced Miss Willard's method a success. One professor said: "The trouble is, these girls are quite too loyal." This happy state of affairs lasted just one year, when a new President was appointed in Dr. Haven's place. Dr. Haven's plan, endorsed by the University, was to place all the women students under the President of the Women's College. Dr. Fowler held that the University faculty of men was the final authority in all things, and grave friction resulted. The new executive did not consider Miss Willard's system of self-government compatible with University dignity; it was exchanged for a system of "self-report," which did not answer. The President of the Women's College had to note a "stronger tendency towards sociability than towards study on the part of many, and a lightness of bearing, a pertness of speech and manner, and tendency to disorder, such as her long experience had never witnessed." This was a result of the faculty of men making new rules by which the young women could go to and fro to all meetings pertaining to church and school in the company of young men, and even receive calls daily from the men students.

Miss Willard swiftly resolved that she could not waste her life in friction when it could be turned into momentum; she resigned in 1874. This step she called long afterwards "the greatest sacrifice my life had known or ever can know"; she was overwhelmed by a sense of bitter injustice. It was her great gift never to see any but the best side of human nature, and here was an evil side. She at once took up temperance work, with which she had long been connected.

In reference to her consecration to this work a friend quoted the text, "If thou bring thy gifts to the altar and there rememberest that thy brother hath aught against thee, leave there thy gift before the altar, and go thy way; first be reconciled to thy brother, and then come and offer thy gift," laying special

stress on the words *thy brother hath aught against thee*. All the bad, harsh behaviour had been on the other side, and some of Miss Willard's relatives and friends were anxious that she should make no undignified and hypocritical admission that the case stood otherwise.

Next morning she took the train to Evanston, inducing her brother to accompany her. She went to the President, extended her hand and said: "I beg your pardon for everything I have ever done and said that was not right." He was equal to the occasion: "To one who comes to me as magnanimously as you have done, I surely cannot say less than that I beg your pardon," and from that hour they were friends.

Thenceforward she worked untiringly in the service of the W.C.T.U. She visited every State of the Union, every town of 10,000 inhabitants, and many that were smaller, making friends in every one. Her secretary reckoned that she had travelled 250,000 miles in the cause. She was elected President of the W.C.T.U. in 1879, a post which she retained to her death. Miss Willard persistently overworked. She came to England on a long visit in 1892 to Reigate Priory, when Lady Henry Somerset persuaded her to take rest. There is no doubt that this prolonged her life by a few years.

Miss Willard often said that many a woman had joined the Temperance movement possessing it as her sole connecting link with the world outside her home. By its means she attained to a broader view of her relationship to the world. Labour, its conditions, reward, length of hours, the need of education, relations of capital and labour, have gradually been absorbed into the current of women's interests. Miss Willard was, of course, a great adherent of woman suffrage. When men paid a subscription to the W.C.T.U., and said they would like to vote at business meetings, Miss Willard took the money and then said: "Don't you trouble about voting, brothers; we will look after your interests. We will protect you from worry and thinking."

C. S. B.

CORRESPONDENCE.

HOURS IN HIGH SCHOOLS.

To the Editor of The Journal of Education.

SIR,—It is somewhat of a surprise to me to find that the arrangement of hours which has been so many years in use in high schools, and which I know has long ago been adopted in such a celebrated school as Cheltenham College, is still at the stage when it can be attacked—and misunderstood—as a questionable novelty. To some extent such differences of opinion have to be committed to the test of time; but I think neither our genuine well-wishers nor our candid friends ought to be left to tilt at windmills; so it is just as well to say that, as careful attention to health is one of the main principles of the high-school system, anything of the nature of "a long strain" would never be permitted, and the vision of a school where five lessons, of three-quarters of an hour each, are given straight on end between the hours of nine and one is a vision that has no counterpart in the realm of reality.

To begin with, there is *always* a break in the middle of the morning of ten minutes or a quarter of an hour. In my own school this lasts from a quarter to half past eleven. Most of the pupils take a glass of milk with a piece of bread and butter or a bun during this interval. In the summer they go into the garden; in winter or in bad weather they spend the time in our large hall, in very active play, sometimes in dancing. Besides this, the more serious lessons are always relieved by the presence on the time-table of such things as drill, recitation, and class-singing, and also by a careful alternation of subjects. In the higher forms a change of lesson almost always means a change of teacher, and this, too, has a refreshing effect.

When I was a girl I went to a school where the hours were from nine to twelve in the morning, and from two to four, or from three to five, according to the time of year, in the afternoon. After this music practice and preparation had to be got in somehow, and I can even now remember the strain and worry of it. It is surprising to remember how little we learnt in comparison with what is learnt in high schools, and yet our work seemed never done, and we felt as if we never had any time to ourselves. I have been reminded of this occasionally in

seeing the piles of preparation that boys sometimes bring home, and in watching them working on by candle-light or gaslight long after, as it seems to me, all young growing creatures should be in bed. I am far from thinking our high-school plan is perfect, but it does mitigate this evil, at any rate, in the lower and middle forms. In the case of older girls, who are preparing for the Universities, or for some important examination, longer hours must be tolerated, and special classes for such girls are constantly arranged in the afternoon. We regret the too great multiplicity of the subjects which are often required, but we have to accept the appointed standards. I will not lengthen this letter by showing how the elasticity of our afternoon framework helps us even here; nor need I touch on the special difficulty of always having in girls' schools to arrange for music lessons and practice, but will merely say that I do not myself know any school out of London in which provision for *play* is not attended to. In my own school we have hockey or cricket twice a week, according to the season, besides endless lawn tennis in the summer. Saturday, too, is a great day for expeditions, and many of my girls row, and many more bicycle. Nor do I suppose that my school is exceptional amongst high schools in this respect.

What is certainly exceptional is the extraordinary experience of Mrs. Miall, in meeting with "at least half-a-dozen young ladies" who have had to be removed from school on account of the "long strain" of a morning of four hours, with a break for play in the middle, besides further relief in the shape of drill, singing, and other devices for avoiding any too-prolonged demand upon the attention! Nay, Mrs. Miall has even known "sad cases of actual breakdown" from this seemingly innocent *régime*, whence one cannot help concluding that there must have been other circumstances, not taken into account, which were peculiar to the particular school or children that she has in mind. In every high school worthy of the name the care taken to guard against overwork is great and continual, and the general time-table is, besides, constantly modified to suit delicate or backward pupils who need special consideration.

I have read the address given at the annual meeting of the Winchester High School and published in the January number of the *Journal of Education* with so much interest and pleasure that I have been reluctant to seem to complain of anything that was said, but when I saw Mrs. Miall's letter I came to the conclusion that I must, at any rate, make some endeavour to arrest the progress of what appear to me to be misapprehensions in matters of fact. If our time-tables are to be stigmatized as irrational, let the judgment at least be based on our real time-tables such as they are, and not such as they are imagined to be.

I may add that it never occurred to me that the feeling with which I gratefully recognize the remarkable advance that has actually been achieved could possibly be mistaken for a self-contented dream that nothing more remains to be done. But I do think that the foundations of high-school education have been well laid—it is no self-praise to say so, for the credit of laying them does not belong to me; and, with such foundations to build upon, I have both confidence in the present and faith in the future.—I am, Sir, yours faithfully,

Chester, February 14, 1898.

M. E. SANDFORD.

ENGLISH "MADE IN GERMANY" A VERY GOOD ARTICLE.—MEDITATIONS ON THE SPOT.

To the Editor of The Journal of Education.

SIR,—The functions of a *Reader* of (or in) English at a German University are very simple. Being subordinated to the *Professor*, who lectures on Old English and Anglo-Saxon, the *Reader* has to take his orders from his "boss," who is responsible to the University authorities for his "sub's" teaching and discipline. So it came to pass that the writer of these meditations was directed to give, for four hours a week, instruction in the "Seminar" to classes of students, grouped according to their acquirements, and to lecture twice a week on Keats' poems.

What struck me from the beginning, and has continued to amaze me ever since, is the amount of accurate knowledge of our language which these young men have acquired within the limits of the "Reich." The advanced class, some seven in number, translate Heine's "Harzreise," with little or no preparation

and without first reading the passage aloud, into good idiomatic English, and are ready to discuss, in English, the various nuances of meaning of any word or phrase or idiom to their first rendering of which I demur. They can also follow me when I lecture, generally from notes and speaking with deliberation, but all in English, on Keats. To have learnt to do this, at school first, and here at the University subsequently, implies great teaching power in their masters and professors, chiefly natives of Germany, and great receptivity in the pupils themselves, backed by the industry and thoroughness for which the German is so favourably known. I tried their power of written translation with an easy passage. The renderings were most satisfactory; their accuracy and knowledge of idiom were remarkable. All the while, their attention and demeanour in class were beyond all praise.

But—a very big but—it is not a case of "omnes omnia bona dicere." The pronunciation of the very best is "nowhere." At lecture I let them read out a sonnet or other piece before I interpreted and commented it. "Ça vous écorche l'oreille." The moral of which is that the pronunciation is the difficulty with which the English teacher has to contend, which he is hardly likely ever to surmount. Being well instructed in phonetics, the students ask on what principles the pronunciation of our language is based. I can only, in despair, reply, mainly on the Law of Anomaly, compared with which the French Revolution is a trifle. When we come to "enough," "through," "though," "cough," "plough," &c., I feel what I am going to get by way of comment on the idiosyncrasies of our tongue, and I bow my head before the storm—"je plie et ne romps pas." But I marvel also at the patient uncomplaining student, who in two consecutive lines finds one pronunciation flatly contradicting another, and defying all phonetic formulæ. If they do sometimes whisper something about the "Inconsequenz" of the thing, I can console them only by the suggestion that a short residence in our country will, amongst other amenities that it will afford them, surely apply a healing balm to their outraged phonetic instincts.

February 2, 1898.

LECTOR FRIBURGENSIS.

P.S.—Some benevolent hearer of my first lectures on Keats wrote to a local paper that I spoke the "massgebende Londoner Englisch." May I open the question how far the London English of educated people—of course, not "Cockney"—is the "jus et norma loquendi" for the foreigner, and invite the comments of your readers? I have already received the protest of a friend, who from his thorough knowledge of both languages is entitled to his doubts as to the existence of a "classical London English," as he puts it.

THE DATIVE IN MODERN GREEK.

To the Editor of The Journal of Education.

SIR,—Commenting upon my "Historical Greek Grammar" in your issue of December last, your reviewer stated on my authority that "the dative has disappeared" in modern Greek. This statement is now called in question by Miss Mary C. Dawes, who, writing from Corfu, in your current number, evidently without having seen my book, adduces from Greek newspapers numerous instances of the dative case purporting to show its preservation in modern Greek. I can repeat with your reviewer that modern Greek, as spoken by the uneducated masses, that is, as preserved in popular speech, affords not one instance of the dative case, unless we count as such a few crystallized adverbial expressions perpetuated through the Church (e.g., *δοῦναι σοι ὁ θεός, τῷ καιρῷ ἐκείνῳ*; see sections 233 and 1247 in my "Historical Greek Grammar"). However numerous, all other instances of the dative case met with in modern Greek books and journals are due to scholastic influence; they are either conscious archaisms or formations of recent coinage, and as such form, in either case, a distinct element, artificial and foreign to the popular language, the direct and lineal descendant of ancient Greek. Of course I do not deny that the literary and journalistic style adopted by the Greek nation at large has been, and is, dictated by practical considerations of vital importance, but I do mean that this artificial and recent element of the language possesses little interest for the student of the history of Greek.

I therefore conclude by emphasizing once more that Greek has dropped the dative case long ago, and venture to hold, with all deference to Miss Dawes' scholarship, that had she read my book, or had she made herself thoroughly acquainted with

modern Greek, she would have spared herself the trouble of writing the letter in question.—I am, Sir, your obedient servant,
The University, St. Andrews, N.B. A. N. JANNARIS.

ANDERSON'S "FRENCH PROSE."

To the Editor of The Journal of Education.

SIR,—While expressing my gratitude to your reviewer for his criticism of my "French Prose Construction," may I make a few remarks on his list of *errata* and *corrigenda*? I fail to see the identity of the translations from Horace, unless it be in the first sentence, where, to be absolutely consistent, I should have written "unalloyed happiness," instead of "happiness without alloy." I maintain that my renderings of "He is to be a doctor" and "He is about" are correct. It was not my intention to give every possible rendering. "Your terms are finer than the common sort of men," and "Thou and I am one," are taken from well-known authors—the former from Greene's "Friar Bacon," and the latter from Shakespeare's "As You Like It," and, if you wish a more modern author for the same sort of thing, I can quote: "Or I or he have easily overthrown," from Tennyson's "Idylls of the King." I admit, however, a mistranslation of "terms" (= language) through not having the context before me. I am surprised to find that there is something amiss with the paragraph on "Shall and Will." Being a fellow-countryman of Dr. Molloy, I was careful to look up the chief *English* authorities before I dared to write on the subject. "Il est sorti dès qu'il a eu fini" is quite correct French. Conditional sentences do not, I think, invalidate my statement with regard to the subjunctive. These belong to the conjunctive mood, which can scarcely be said to exist in French, its place being supplied by a new form—namely, the conditional. The forms *Le Corrigé, le Tilién, &c.*, are not used in *modern* French. The unfortunate omission of the phrase "with the present participle" produces the "strange assertion" referred to in page 97.—I remain, Sir, yours faithfully,
Merchant Taylors' School, E.C. J. G. ANDERSON.

[We confess we had forgotten that "Thou and I am one" was Shakespeare's, but for all that, it is no more correct English than "His steeds that lies," or "There let him lay." "Dès qu'il a eu fini" is colloquial French, but we have searched in vain for any such construction in a standard author. Of forms like *Le Corrigé* there are dozens of instances in G. Sand and Victor Hugo, authors hardly out of date.—Ed.]

TRAINING OF CATHOLIC TEACHERS.

To the Editor of The Journal of Education.

SIR,—In your Irish Notes in the February number of the *Journal of Education*, your correspondent seems to imply that religious orders desire neither qualification nor training for their work of teaching. He names a few orders, but he evidently intends them as a type of all. I am in a position to throw somewhat of truer light on the matter, as I happen to be in possession of first-hand information thereon.

The desire to keep pace with the spirit and progress of the day in everything that regards education is keenly felt by the members of one of the oldest of the teaching orders—the Ursulines. They have given practical effect to this desire by requiring the Sisters engaged in their schools to "go in for" and obtain the Cambridge certificates of theoretical and practical efficiency as teachers in secondary schools. And these religious, instead of *possibly objecting* to what was asked of them, aimed, not at a pass certificate merely, but at distinction as practical teachers, and—won it! Further, the Ursulines of Waterford are now organizing a training college for secondary teachers in connexion with Cambridge—to be for nuns and seculars. It is to open at their convent in Waterford in September next, and it will be the first of the kind in Ireland.—I am, Sir, yours, &c.,

A READER OF THE "JOURNAL OF EDUCATION."

February 16, 1898.

GEOGRAPHY OF THE COUNTIES.

To the Editor of The Journal of Education.

SIR,—One of your correspondents, "Anabel Douglas," has asked for help in finding interesting descriptions of the counties of England. May I, through your paper, suggest the following books, which she will, I am sure, find useful?

1. The London Geographical Series. Geographical Readers, by Charlotte M. Mason, Book III., "The Counties of England," with thirty-six maps. (Ed. Stanford, 55 Charing Cross, London, S.W.)
2. By the same Author. "The Forty Shires, their History, Scenery, Arts, and Legends."
3. "Great Britain for Little Britons." By Eleanor Bulley. 3s. 6d. (Wells Gardner, Darton, & Co., 2 Paternoster Buildings, E.C.)
4. "Around and About Old England." By Clara L. Mateaux. Illustrated. (Cassell & Co.)

—Yours truly,

The High School, Alderley Edge.

ADA L. RANDALL.

February 4, 1898.

A GERMAN VERSION OF KIPLING'S RECESSIONAL.

BEICHTGEBET.

Gott uns'rer Vater, aus Urzeit bekannt —
Herr uns'rer weitgegriffenen Schlachtenrichte —
Du, unter Dessen ehrfurchtvoller Hand
Wir üben Herrschaft über Palm' und Fichte. —
Herr Gott der Scharen, sei uns noch zu Seite ;
Falls wir vergessen, Herr, uns noch geleite !

Es sterben das Geräusch und das Geschrei —
Die Kämpfer und die Könige verschwinden —
Doch steht Dein altes Opfer fest dabei,
Des Herzens Reu', und Demut des Gelinden.
Herr Gott der Scharen, sei uns noch zu Seite ;
Falls wir vergessen, Herr, uns noch geleite !

Ins Fern' gerufen schmelzen uns're Flotten —
Auf Dü'n' und Vorgebirge sinkt das Feuer —
Die Zier, die galt uns gestern auszustatten
Ist eins mit Ninevez und Tyrus heuer !
Richter der Völker, leide noch und meide ;
Falls wir vergessen, Herr, uns noch geleite !

Im Schein der Macht betrunken, wenn wir regen
Verächtlich wilde Stimmen Dir zum Trotz —
Mit solchem Dunkel, wie's die Heiden pflegen
Und Bruten, welche mangeln Wortes Gotts. —
Herr Gott der Scharen, sei uns noch zu Seite ;
Falls wir vergessen, Herr, uns noch geleite !

Gen rohes Herz, das unverwundet vertraut
Dem düst'gen Rohre und dem eisernen Schwert —
Gen braven Staub, der mit dem Staube baut,
Und sein Gebäude schützend, Dein entbehrt —
Gen wirren Dunkel, und gen irren Sport,
Erbarne Du Dich deines Volks, o Gott !

ASSOCIATION OF ASSISTANT-MISTRESSES IN PUBLIC SECONDARY SCHOOLS.

THE Association of Assistant-Mistresses held its fourteenth annual meeting last month at the North London Collegiate School for Girls, by the kind invitation of Mrs. Bryant. The meeting was memorable as the first which has been held since the incorporation of the Association.

A number of by-laws, drawn up by the Sub-Committee for revising the constitution, were presented to the meeting and passed. An invitation to co-operate with other bodies in forming a Joint Professional Agency for Women Teachers was discussed, and two delegates were appointed to attend a conference called to consider the joint scheme. The morning meeting concluded with a most interesting paper "On the Practical Teaching of Science," by Miss Aitken, of the N.L.C.S., which, we are glad to say, will be printed and supplied to all members.

The afternoon meeting opened with Mrs. Withiel's (President) address on "School Curriculum"—a very helpful paper, interesting to all teachers, and one which those who heard it will welcome the opportunity of reading.

The resolutions of the Joint Training Committee were then brought before the meeting by Miss Lumby, who had represented the A.A.M. on that Committee. These were generally approved by the meeting, though several omissions and amendments were made.

The officers of the Association for the current year, are : President, Miss Sullivan, of King Edward's Grammar School, Camp Hill, Birmingham ; Hon. Treasurer, Miss K. Andrews, of the High School, Notting Hill ; and Secretary, Miss C. McCroben, of the High School, Clifton, Bristol.

COLONIAL AND FOREIGN NOTES.

FRA CE.

A NOTICE from *Université Hall*, 95 Boulevard St. Michel, Paris, as to elementary language courses for the Christmas and Easter holidays, reached us too late for mention in the February *Journal*, but may still be useful in March. They are organized by the authorities of *Université Hall* (an imitation, we believe, of *Université Hall*, Edinburgh), and are intended primarily for the benefit of students wishing to prepare for the more advanced holiday courses held in the summer by the *Alliance Française*. A fee of 25 francs per week entitles to six morning classes of three hours each, two afternoon lectures, and three "per-

sonally conducted" walks in Paris. Tutorial service at theatres, University lectures, and elsewhere, is an extra. Though the Hall itself does not receive boarders, it undertakes to find suitable lodgings either in families or hotels at suitable prices. An early application is advisable.

GERMANY.

In the month of November, 1895, the Prussian Minister of Education published among other official papers a memorandum by a professor of the Faculty of Law in Berlin on the legal position of *Privat-dozenten* in German Universities. This paper seemed to contain a number of novel propositions, and created a deep impression and called forth a large amount of opposition in German University circles. With regard to the Professors themselves the case was clear: they were State servants and subject to the law of 1852 which regulates the disciplinary procedure in the case of non-judicial officials. But the *Privat-dozenten* are not "*Beamte*," though they have a "*Beamten-ähnlich*" position; they come into no direct relationship with the Government, since the privilege of lecturing, the *venia legendi*, is granted by the Faculty, and it was generally assumed that the duty of maintaining proper discipline among its subordinate members was left to each Faculty. But there were a certain number of cases of independent action on the part of the Minister which seemed to justify Prof. Hinschius in attributing to the Minister a disciplinary power concurrent with that of the Faculty; he seemed to think it absurd that the latter should have any judicial functions at all, for a Faculty might prove refractory and have the indecency to disregard the Minister's wishes. He sought to prove his point by citing the statutes of three Universities (Greifswald, Halle, and Königsberg) in which a clause was inserted securing to the Minister the right of removing a *Privat-doцент*; but he did not add that these statutes were granted in the fifties—while the memories of '48 were still fresh.

Whatever the legal aspect of the question might be, it is certain that the view expressed by Professor Hinschius found little favour amongst his colleagues. A vigorous protest was drawn up and signed by fifty-three Berlin professors. In reply it was stated that the *Kultus Ministerium* had not accepted the findings of the memorandum, nor was there any intention as yet of acting upon them.

For two years the matter has been in suspense. On the 21st of last January the Minister introduced a Bill on this subject into the Lower House of the Prussian Diet. It secures both to the Minister and the University the power of punishing offending *Privat-dozenten* (1) by warning and reprimand; (2) by cancelling of the licence to lecture. In the latter case the governing body of the University forms a court of first instance—while the whole Prussian Ministry forms the court of appeal.

The Government claims that their measure is directed towards furthering the interests of the *Privat-dozenten* by more clearly defining their position. But this is not the general view of the nature of the Bill; it is regarded as an attempt on the part of the Government to limit the traditional *Lehrfreiheit*. The leaders in German Universities maintain that the true interests of intellectual progress require that the young teacher should be left as unfettered as possible, and the University can be safely trusted to maintain its own dignity by expelling its unworthy members. There are many things, says Professor Paulsen, which it were better did not exist—but it is often wiser to endure them than try to suppress them. In the meantime the Berlin professors have again protested, and the Bill has been referred to a committee.

In many parts of Germany a demand has been made for the establishment of a chair of pedagogy, with a practising school at each German University. Hitherto it has been customary for one of the professors of philosophy to deliver a subsidiary course of lectures on pedagogy or the history of education, lectures which produce but little fruit, being perfunctorily attended, because the same professor is a member of the commission conducting the "*Staatsexamen*," and examines in the science of education. The real training is left to be gained in the small *Seminars* attached to certain schools. This condition has been so far altered that the Prussian Government has established two new professorships of education at Berlin and Halle. Dr. Fries, the Head of the Franksche Stiftung, has been appointed to Halle; while Dr. Münch, Schulrat in Coblenz, has been called to Berlin. In his introductory lecture he sketched the scope of his new mission. This, it appears, is to preach the gospel of contentment. It is incontestable that among teachers there is a considerable amount of dissatisfaction with their profession. The main cause, the professor finds, lies within the teacher and not in the profession. At the University the young man learns to worship scientific knowledge and its methods of research. This is the ideal he brings with him to the school, which offers but little scope for its realization. But if he would give up his desire to be reckoned to the "*Gelehrten*" (however low in the scale his place might be) and become a *teacher*, with an interest in his pupils, he would find compensation. To create this "*moral disposition*" for the office of teacher is the duty of the new professor.

The results of the last census of trades and callings have brought into prominence again the question of the employment of children under

fourteen years of age in industrial occupations. The growing intensity of industrial competition is accompanied by a desire for cheap labour, which is to be obtained by the larger employment of women and children. According to the latest statistics the increase during the last thirteen years in the case of men engaged in industrial occupations was 37 per cent, while for women the figure was 49 per cent. The same return gave for the first time the number of children so employed in June, 1895; this was 214,954 for the whole of Germany—that is children whose chief occupation is wage-earning and not school attendance. Even this number is admitted to be far too small, and it has been estimated that the actual number is not far short of 800,000. Accordingly the Chancellor has addressed a communication to the states of the Empire, pointing out that such occupations make the compulsory school attendance a farce, as the children are too tired to profit by the instruction, and asking for a return of the number of children engaged in industrial occupations but not in factories or in agriculture. (The number engaged in factories is comparatively small, owing to the restrictive legislation that already exists.) The different occupations are to be classified, and the nature of the work performed by the children specified.

A conference was lately held at Berlin, under the presidency of the Minister of Trade, to consider the question of commercial education. No formal resolutions were adopted or definite proposals made. But it was generally agreed that a larger measure of support should be given to commercial subjects in continuation schools, and to commercial institutions generally, but it was not advisable to establish commercial High Schools of University rank.

The zeal for outdoor exercises continues to increase. In Königsberg the head teachers are offering a strenuous opposition to the re-introduction of afternoon school. They maintain that free afternoons are a hygienic necessity for the children. (It may also be noted that this arrangement allows the continuation school to be held in the afternoon instead of the evening.) In Berlin the Kaiser has just settled the conditions under which the pupils of the public schools may practise rowing, and has made a grant of 35,000 *m.* towards furthering this form of sport.

UNITED STATES.

The following communication reaches us from New York:—

"The final incorporation of the Teachers' College of New York in Columbia University last month (January) must be considered one of the most important advances in pedagogy taken for many years. By the terms of the incorporation the two institutions have become more closely connected, the Teachers' College taking rank as a professional school, together with the schools of Law, Medicine, Mining and Engineering, already incorporated in the University, while the University throws open all of its varied educational facilities to those studying at the Teachers' College. Thus the students of teaching and education at the neighbouring college, who have hitherto been enabled to take advantage of the courses of instruction offered at the adjoining University by courtesy only, become full members of Columbia University by right, like those studying for degrees in the learned professions recognized by the University. In this way it is hoped that teaching may be put on the same scientific plane as regards both theory and practice as the other professions. The incorporation is the natural result of the relations hitherto existing between the two schools. They have been in alliance for educational purposes during the last five years, and the present action supersedes that alliance. By the terms of the new agreement, President Low has become *ex-officio* President of Teachers' College, and the occupants of the chair of Philosophy and Education and of Psychology in the University have become members of the College Faculty, while the Dean of the College, who holds the chair of Education, and the Professor of Literature represent their Faculty in the Council of Columbia University. The Teachers' College was founded in 1887, and is an outgrowth of the old Industrial Education Association. Its first President was Professor Nicholas Murray Butler, of Columbia University, and several of its original trustees were also members of the Columbia Faculty. In 1893, the College moved to its present site, immediately adjoining the grounds of the University. It is considered to be one of the best housed and equipped institutions in the world for the training of teachers, and its facilities have been utilized to the greatest advantage by Columbia. The most striking effect of the new union is to put under the control of Columbia the most complete opportunities for the education of teachers enjoyed by any university either in this country or abroad; for coupled with the theoretical work in pedagogy is a school of observation and practice, in which each successive step in teaching, from the kindergarten to the high school, can be practically demonstrated. A feature not to be overlooked is that all these opportunities are offered to both men and women on exactly the same footing, and that the opportunities for observation likewise embrace the teaching and management of both boys and girls. The importance of this elevation of the profession of teaching to university rank is bound to be speedily recognized by all educationists, and has indeed already been realized

by the most advanced authorities on pedagogy, who have long striven to place the professional study of education on the same high plane as the study of law, medicine, theology, and engineering."

JAPAN.

It was with very high hopes that we sat down to the leisurely perusal of the "Twenty-third Annual Report of the Minister of State for Education, translated and published by the Department of Education, Tokyo, in November, 1897"—an imposing volume of some 350 pages. Here at least we should find a respite from rates and taxes, salaries, subsidies, School Boards, county councils, compromises, scholarships, and be enthralled for a moment by the magic of a mystic philosophy, and dazzled by the splendours of a glorious imagery. But we were soon disillusioned. Committees for the investigation of religious difficulties had, it is true, given place to committees for the investigation of earthquakes, and exposition there was none of the most successful modern methods of galvanizing dead languages; but in other respects statistics and statistics and statistics crept in their petty pace from cover to cover, and left us as far off as ever from any real vital knowledge of education as practised in Japan. From a chapter on normal schools, for instance, we learned that there were forty-seven such schools in existence in 1895 (the year to which the Report refers), containing over six thousand students and nearly seven hundred teachers, but, beyond the fact that the normal course lasts four years, we could not find the least indication of the nature of the training. We then tried a chapter on the "Testing of the qualifications of teachers for licences," but, instead of the information we sought, this is what we found: "The qualifications of elementary school-teachers for licences are decided by local authorities according to two methods: firstly, by possessed qualifications; and secondly, by examination." It is, of course, interesting to know that as many as 12,728 persons (being nearly two thousand less than in 1894) applied in 1895 to local authorities to be tested by the first method, and 15,982 (about two hundred less) to be tested by the second; but anybody outside Japan would, we fancy, gladly sacrifice all these figures for the sake of a plain word or two as to the nature of the tests. In addition to kindergarten and University, this fortunate country possesses no fewer than fifteen different varieties of schools: ordinary elementary, private elementary, higher elementary, apprentices', supplementary, blind and dumb, normal, higher normal, ordinary middle, higher, higher female, special, technical, miscellaneous, and *gun* (?; not = military). You can, of course, in Japan obtain degrees (*Hakushi* or *Daihakushi*), qualify for pensions, and join educational societies, but, unless we are mistaken, you can neither teach school without a licence, occupy yourself with University Extension, nor become a Doctor, Master, or Bachelor of Pedagogics. Advocates of the higher education of women, whether in East or West, will not be ungrateful for the following paragraph. The selection is ours, the words the translator's:

"In 1895 new regulations were established for higher female schools. Among the chief points of these regulations may be mentioned the subjects of morals, the Japanese language, a foreign language, history, geography, mathematics, science, household management, sewing, writing, drawing, music, and gymnastics, to which may be added one or more subjects, such as pedagogy, Chinese literature, and handiworks, as optional subjects. The study of a foreign language, drawing, and music, may be omitted, or may not be imposed, according to the desire of the pupils. The course of study covers six years, but may be extended or curtailed by one year, according to local conditions. Candidates for admission to the first-year class must have attainments at least equivalent to those who have completed the ordinary elementary-school course of four years. The course of study may be reduced to three years, as higher qualifications are required of the candidates for admission. The number of weeks of instruction is fixed at about forty per annum, and of hours of instruction at about thirty per week. The standard of each subject of study was also prescribed. It was further prescribed that supplementary courses of not more than two years may be provided for the benefit of those who completed the prescribed course of study, to give them further training in the subjects which they have already studied, and that in cases where special technical courses are provided, one, or more than one, subject above prescribed should be omitted, and some special subjects bearing on industry be added; but morals, the Japanese language, and sewing, should in no case be omitted. Up to the present time, higher female schools having been left to their own course of development, no special regulations had yet been made, but now as the number of those desiring to be admitted to a higher education is increasing, and the demand for higher female schools becoming more urgent, the necessity for a definite system for such institutions has been duly recognized by the Department of Education, resulting in the issue of the regulations above mentioned."

The Report itself may be seen at the Library of the Teachers' Guild, 74 Gower-street, W.C. Unsatisfying as it is, it is the outward sign of a vast amount of educational effort, and though we would fain know more of Japan's inward spiritual graces, we have no less respect for her as a nation because her Minister of Education chooses to express his activities in figures and charts

Charles Griffin & Company's List.

CRAIK'S ENGLISH LITERATURE.

New Edition. Now Ready.

In Two Vols. Royal 8vo, handsomely bound in cloth, 25s.

A COMPENDIOUS HISTORY OF ENGLISH LITERATURE AND OF THE ENGLISH LANGUAGE FROM THE NORMAN CONQUEST. With numerous specimens. By GEORGE LILLIE CRAIK, LL.D., Late Professor of History and English Literature, Queen's College, Belfast.

"Professor Craik has succeeded in making a book more than usually agreeable."—*The Times*.

Tenth Edition, Revised and Enlarged. Crown 8vo, cloth, 7s. 6d.

A MANUAL OF ENGLISH LITERATURE, for the use of Colleges, Schools, and Civil Service Examinations. Selected from the larger work, by DR. CRAIK. With an Additional Section on Recent Literature, by HENRY CRAIK, M.A., C.B., LL.D., Secretary to the Scotch Education Department, Author of "A Life of Swift."

"A Manual of English Literature from so experienced a scholar as Professor Craik needs no other recommendation than the mention of its existence."—*Spectator*.

A HISTORY OF ROMAN LITERATURE. By REV. C. T. CRUTTWELL, M.A., Hon. Canon of Peterborough Cathedral. From the Earliest Period to the Times of the Antonines. Fifth Edition. 8s. 6d.

"Full of good scholarship and good criticism."—*Athenaeum*.

A HISTORY OF GREEK LITERATURE. From the Earliest Period to the Death of Demosthenes. By FRANK B. JEVONS, M.A., D.Litt., Principal of Bishop Hatfield's Hall, in the University of Durham. Second Edition. Cloth, 2s. 6d.

"Beyond all question the best history of Greek literature hitherto published."—*Spectator*.

A LITERARY HISTORY OF EARLY CHRISTIANITY. By REV. C. T. CRUTTWELL, M.A., Hon. Canon of Peterborough Cathedral, formerly Fellow of Merton College, Oxford. In Two Vols., demy 8vo, handsomely cloth, 21s.

"Mr. Cruttwell has accomplished his task with remarkable success. His history is eminently readable."—*Athenaeum*.

PREHISTORIC HISTORIES OF THE ARYAN PEOPLES. A Manual of Comparative Philology and the Earliest Culture. By DR. O. SCHRAEDER. Translated from the Second German Edition by F. B. JEVONS, M.A. Large 8vo, handsome cloth, gilt top, 21s.

"It would be hard to find any book more to be recommended to the early student in philology and prehistoric archaeology."—*Classical Review*.

THE VOCABULARY OF PHILOSOPHY and Students' Book of Reference, on the Basis of Fleming's Vocabulary. By HENRY CALDERWOOD, LL.D., Professor of Moral Philosophy in the University of Edinburgh. Fifth Edition. Cloth, 10s. 6d.

In crown 8vo, extra, handsome cloth, 16s.

GREEK ANTIQUITIES (A MANUAL OF).

For the use of Students and General Readers. By PERCY GARDNER, M.A., D.Litt., Professor of Classical Archaeology and Art in the University of Oxford; and F. B. JEVONS, M.A., Litt.D., Principal of Bishop Hatfield's Hall, in the University of Durham.

"A work which, although crammed full of information, is everywhere readable."—*Athenaeum*.

"Fresh, thoughtful, and cleverly arranged."—*Academy*.

ROMAN ANTIQUITIES (A MANUAL OF).

By WILLIAM RAMSAY, M.A., late Professor of Humanity in the University of Glasgow. Revised and Edited by RODOLFO LANCIANI, D.C.L., LL.D., &c., Professor of Classical Topography in the University of Rome. Fifteenth Edition. 10s. 6d.

"The FIFTEENTH EDITION includes a New Map and Plans prepared by Prof. LANCIANI."

"The chief interest in the New Edition centres in the chapter on 'Roman Topography,' which has been entirely rewritten by Prof. Lanciani, the greatest living authority on this subject. . . . It is the best and handiest guide yet produced."—*Athenaeum*.

STANDARD ILLUSTRATED CLASSICS.

By ARCHIBALD HAMILTON BRYCE, D.C.L., LL.D., Senior Classical Moderator in the University of Dublin.

THE WORKS OF VIRGIL. Text from HEYNE and WAGNER. English Notes, original, and selected from the leading German and English Commentators. Illustrations from the Antique. Complete in One Volume. Fourteenth Edition. Fcap. 8vo, cloth, 6s.

Or, in Three Parts { PART I. *Bucolics and Georgics.* 2s. 6d.
" II. *The Aeneid*, Books I.-VI. 2s. 6d.
" III. *The Aeneid*, Books VII.-XII. 2s. 6d.

"Contains the pith of what has been written by the best scholars on the subject. The notes comprise everything the student can want."—*Athenaeum*.

By JOSEPH CURRIE, formerly Head Classical Master of Glasgow Academy.

THE WORKS OF HORACE. Text from ORELLIUS. English Notes, original, and selected from the best Commentators. Illustrations from the Antique. Complete in One Volume. Fcap. 8vo, cloth, 5s.

Or, in Two Parts { PART I. *Carmina.* 3s.
" II. *Satires and Epistles.* 3s.

"The Notes are excellent and exhaustive."—*Quarterly Journal of Education*.

Complete Catalogues post free on application.

LONDON: CHARLES GRIFFIN & CO., LIMITED, EXETER STREET, STRAND.

CASSELL'S EDUCATIONAL BOOKS.

Just published.

CASSELL'S CLASSICAL READERS. For School and Home. In Two Volumes. Abundantly Illustrated. Vol. I., 448 pages, extra crown 8vo, price 1s. 8d.; Vol. II., 736 pages, price 2s. 6d.
Edited and carefully graduated, with Notes, by one of Her Majesty's Inspectors of Schools.

"The selections in these two volumes are essentially *classical*. That is to say, famous literary subjects and the names and works of the great masters of our literature have been introduced from the beginning; and, after going through the course, a young scholar should know the names and something of the works of many of the greatest English writers from the time of Shakespeare, and not a few of the great literary themes which are the common property of the world.

At the same time, the selections are in no way hackneyed, for, besides extracts from the great masters, such as Shakespeare, Ben Jonson, Shelley, Cowper, Longfellow, Thackeray, Dickens, and Scott, there are many gems, less widely known, from such charming writers as Washington Irving, Charles Lamb, Nathaniel Hawthorne, Miss Mitford, Lord Lytton, Richard Blackmore, and Robert Louis Stevenson.

Opinions of Educational Authorities.

From Rev. G. E. MACKIE, *Godolphin School, Hammersmith, W.*—"I am obliged to you for sending me specimen copies of the 'Classical Readers.' Their type is excellent, the selections good, interesting, and, at the same time, pure and sound English. I have determined to discard all other literary Readers and use the 'Classical Readers' exclusively in our Preparatory School."

From Rev. W. H. HOWLETT, M.A., *The Grammar School, Bury, Lancs.*—"I have read your two volumes of 'Classical Readers.' They seem to me admirably adapted for the development of the imagination and that spirit of patriotism which it should be our care to foster in the young."

From ROBERT BRODIE, Esq., M.A., *Whitgift Grammar School, Croydon.*—"I am obliged to you for a copy of your 'Classical Reader,' Vols. I. and II. The selections seem to me to have been made with great judgment. The print and general style of the book are excellent."

Just published. Price 5s.

A HISTORY OF ENGLAND. By H. O. ARNOLD-FORSTER, M.P. Fully Illustrated. Extra crown 8vo, over 300 pages. Bound in cloth.

"The picturesqueness of its manner, its fine national spirit, its insistence on those parts of the story that have most use and interest for the modern world, its numerous choice of appropriate and interesting illustrations—all these things make it a book not for the cloistered student but for everybody who wishes, not merely to be instructed, but to be won to an interest in a study too often made repellant by the Dryadusts. . . . Few popular histories, if any, have been better done."—*The Scotsman*.

Just published. Price 3s.

HOW TO DRAW FROM MODELS AND COMMON OBJECTS.

A Practical Manual. By W. E. SPARKES, Author of "How to Shade from Models and Casts"; Art Master, Borough Road Training College; Certificated Art Master, South Kensington. With 124 Figures in 44 Plates by the Author.

"I like Mr. Sparkes' book very much, and it appears to me to teach a great deal in a simple, plain, and systematic manner, and to be just what is needed in schools. . . . We intend using it here."—PRINCIPAL, *Training College, Lincoln*.

"CASSELL'S FRENCH DICTIONARY

(490th Thousand, price 3s. 6d.)

is at once the cheapest, the most complete and extensive, the only thoroughly accurate book of the kind in this country."—*The Record*.

"*Cassell's French Dictionary* is one of the best books of its kind extant in this country. No pains appear to have been spared in it. . . . As far as we have been able to test the work, it is strictly accurate, and, in short, it leaves nothing to be desired as a handbook of reference with regard to a language which is, as it ought to be, becoming more and more generally known in this country."—*Scotsman*.

"CASSELL'S GERMAN DICTIONARY

(207th Thousand, price 3s. 6d.)

is the best in the field, and, were it not for the special merits of one or two, we might say that this is the first and the best nowhere."—*Journal of Education*.

"*Cassell's German Dictionary* marks a great advance on the class of school dictionaries hitherto produced by the various educational firms."—*Standard*.

"CASSELL'S LATIN DICTIONARY

(112th Thousand, price 3s. 6d.)

is the handiest, the most useful, and certainly the very cheapest to be met with."—*The Rock*.

"CASSELL'S ENGLISH DICTIONARY

(20th Thousand, price 3s. 6d.)

in addition to the clear arrangement, legible type, and other advantages, is provided with a common-sense scheme of pronunciation. An excellent dictionary."—*The Pall Mall Gazette*.

Cassell's Educational Catalogue will be sent post free on application.

CASSELL & COMPANY, LTD., LUDGATE HILL, LONDON, E.C.

MR. EDWARD ARNOLD'S EDUCATIONAL LIST.

ENGLISH.

ARNOLD'S SCHOOL SHAKESPEARE.

General Editor—J. CHURTON COLLINS, M.A.

One Shilling and Threepence.

MACBETH.
TWELFTH NIGHT.
AS YOU LIKE IT.
JULIUS CÆSAR.
MIDSUMMER NIGHT'S DREAM.
THE MERCHANT OF VENICE.
THE TEMPEST.

One Shilling and Sixpence.

KING LEAR.
RICHARD II.
HENRY V.
RICHARD III.
KING JOHN.
CORIOLANUS.
HAMLET.

ARNOLD'S BRITISH CLASSICS FOR SCHOOLS.

General Editor—J. CHURTON COLLINS, M.A.

PARADISE LOST. Books I. and II.

PARADISE LOST. Books III. and IV.

CHILDE HAROLD. Cloth, 2s.

MARMION. Cloth, 1s. 6d.

THE LAY OF THE LAST MINSTREL.

THE LADY OF THE LAKE. Cloth,

MACAULAY'S LAYS OF ANCIENT

ROME. Cloth, 1s. 6d.

NOTICE.—A Special Edition has been prepared, for Pupil Teachers, of OMAR'S HISTORY OF ENGLAND, dividing the work in accordance with the periods specified in the Code, as follows:—

OMAR'S HISTORY OF ENGLAND. Division I., to A.D. 1307. Cloth, 2s.—Division II., A.D. 1307 to 1688. Cloth, 2s. 6d.—Division III., A.D. 1688 to 1835. Cloth, 2s. 6d.—Complete in One Volume, 5s. Also in Two Parts, divided at 1603, 3s. each.

"We believe it will be a standard school book on this subject for many years to come."—*Saturday Review*.

A HISTORICAL GEOGRAPHY. By the late Dr. MORRISON. New Edition, Revised and largely Re-written by W. L. CARRIE, English Master at George Watson's College, Edinburgh. Cloth, 3s. 6d.

THE SHILLING GEOGRAPHY. By the late Dr. MORRISON. Revised by W. L. CARRIE. Cloth, 1s.

FRENCH WITHOUT TEARS. A Graduated Series of French Reading Books, carefully arranged to suit the requirements of quite young children beginning French. With Humorous Illustrations, Notes, and Vocabulary. By Mrs. HUGH DELL, Author of "Le Petit Théâtre des Enfants."

Book I., 1s. 9d.; Book II., 1s.; Book III., 1s. 3d.

A FIRST FRENCH COURSE. Complete with Grammar, Exercises, and Vocabulary. By JAMES BOELLE, B.A. (Univ. Gall.), Senior French Master at Dulwich College, &c. Crown 8vo., cloth, 1s. 6d.

A FIRST FRENCH READER. With Exercises for Re-translation. Edited by W. J. GREENSTREET, M.A., Headmaster of the Marling School, Stroud. Crown 8vo., cloth, 1s.

FRENCH DRAMATIC SCENES. By C. ABEL MUSGRAVE. With Notes and Vocabulary. Crown 8vo., cloth, 2s.

These scenes are perfectly adapted for teaching Conversational French, each part being taken by a different pupil.

LESSONS IN GERMAN. A Graduated German Course, with Grammar Exercises and Vocabulary, forming a Complete Introductory Manual of the Language. By L. INNES LUMSDEN, Warden of University Hall, St. Andrews. Crown 8vo., 3s.

GERMAN DRAMATIC SCENES. By C. ABEL MUSGRAVE. Cloth, 2s. 6d. This is a German Version of the Author's French Dramatic Scenes described above.

A FIRST LATIN COURSE. By GEORGE B. GARDINER, M.A., D.Sc., and ANDREW GARDINER, M.A. Cloth, 2s.

A LATIN TRANSLATION PRIMER. With Grammatical Hints, Exercises, Conversations, and Vocabulary. By GEORGE B. GARDINER, M.A., D.Sc., Assistant-Master at the Edinburgh Academy, and ANDREW GARDINER, M.A. 120 pages, crown 8vo., cloth, 1s.

CÆSAR—GALLIC WAR. Books I. and II. Edited for the use of Schools by G. C. HARRISON, M.A., Assistant-Master at Fettes, and late Assistant-Master at Clifton College, and T. H. HADDON, M.A., Assistant-Master at the City of London School. With Map, Plans, Illustrations, and Vocabulary. Crown 8vo., cloth, 1s. 6d.

CÆSAR—GALLIC WAR. Books III. to V. Edited for the use of Schools by M. T. TATHAM, M.A. Uniform with Books I. and II. Crown 8vo., cloth, 1s. 6d.

CÆSAR. Books VI. and VII. By M. T. TATHAM, M.A. Uniform with Books III.—V. Crown 8vo., cloth, 1s. 6d.

THE ELEMENTS OF ALGEBRA. By R. LACHLAN, Sc.D., formerly Fellow of Trinity College, Cambridge. Crown 8vo., cloth, with or without Answers, 2s. 6d. Answers separately, 1s.

A FIRST YEAR'S COURSE OF EXPERIMENTAL WORK IN CHEMISTRY. By E. H. COOK, D.Sc., F.I.C., Principal of the Clifton Laboratory, Bristol. With numerous Diagrams and Illustrations. Cloth, 1s. 6d.

THE MERCANTILE ARITHMETIC. By Dr. R. WORMELL, D.Sc. Part I. Including Rule of Three, Practice, Fractions, and Decimals. 2s.

Part II. Interest, Proportion, Percentages, Clocks, &c. 2s. Complete, with Answers, 4s.; without Answers, 3s. 6d.; Answers separately, 1s.

AN ELEMENTARY TEXT-BOOK OF MECHANICS. By R. WORMELL, D.Sc., M.A. With numerous Illustrations and Diagrams. Cloth, 3s. 6d. * Solutions to Problems, for Teachers only, 3s. 6d.

THE STANDARD COURSE OF ELEMENTARY CHEMISTRY. By E. J. COX, F.C.S., Headmaster of the Bridge Street Technical School, Birmingham. In Five Parts, issued separately. Parts I.—IV., 7d. each; Part V., 1s. Also, complete in One Volume, 3s.

Part I. Common Cases. Part II. The Atmosphere. Part III. Water. Part IV. Carbon and Non-metallic Elements. Part V. Metallic Bodies, Symbols, and Formulae.

LONDON: EDWARD ARNOLD, 37 BEDFORD STREET.

Digitized by Google

MESSRS. METHUEN'S LIST.

WORKS BY A. M. M. STEDMAN, M.A.

Initia Latina: Elementary Lessons in Latin Accidence. Second Edition. Fcap. 8vo, 1s.

First Latin Lessons. Fourth Edition, Enlarged. Crown 8vo, 2s.

First Latin Reader. With Notes adapted to the Shorter Latin Primer and Vocabulary. Fourth Edition, Revised. 18mo, 1s. 6d.

Caesar.—The Helvetian War. With Notes and Vocabulary. 18mo, 1s.

Livy.—The Kings of Rome. With Notes and Vocabulary. Illustrated. 18mo, 1s. 6d.

Easy Latin Passages for Unseen Translation. Fifth Edition. Fcap. 8vo, 1s. 6d.

Exempla Latina: First Exercises on Latin Accidence. With Vocabulary. Crown 8vo, 1s.

Easy Latin Exercises on the Syntax of the Shorter and Revised Latin Primer. With Vocabulary. Seventh and Cheaper Edition, Revised. Crown 8vo, 1s. 6d. Issued with the consent of Dr. KENNEDY.

The Latin Compound Sentence: Rules and Exercises. Crown 8vo, 1s. 6d. With Vocabulary, 2s.

Notanda Quædam: Miscellaneous Latin Exercises on Common Rules and Idioms. Third Edition. Fcap. 8vo, 1s. 6d. With Vocabulary, 2s.

Latin Vocabulary for Repetition: Arranged according to Subjects. Sixth Edition. Fcap. 8vo, 1s. 6d.

A Vocabulary of Latin Idioms and Phrases. 18mo, 1s.

Steps to Greek. 18mo, 1s.

Easy Greek Passages for Unseen Translation. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Vocabulary for Repetition. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Testament Selections. With Introduction, Notes, and Vocabulary. Third Edition. Fcap. 8vo, 2s. 6d.

Steps to French. Second Edition. 18mo, 8d.

First French Lessons. Second Edition. Crown 8vo, 1s.

Easy French Passages for Unseen Translation. Third Edition, Revised. Fcap. 8vo, 1s. 6d.

Easy French Exercises on Elementary Syntax. With Vocabulary. Second Edition. Crown 8vo, 2s. 6d.

French Vocabulary for Repetition. Sixth Edition. Fcap. 8vo, 1s.

SCHOOL EXAMINATION SERIES.

EDITED BY A. M. M. STEDMAN, M.A.

Crown 8vo, 2s. 6d.

French Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Ninth Edition. A KEY, issued to Tutors and Private Students only, to be had on application to the Publishers. Fourth Edition. Crown 8vo, 6s. net.

Latin Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Eighth Edition. KEY, Third Edition (issued as above), 6s. net.

Greek Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Fifth Edition, Enlarged. KEY, Second Edition (issued as above), 6s. net.

German Examination Papers in Miscellaneous Grammar and Idioms. By R. J. MORICH, Manchester Grammar School. Fifth Edition. KEY, Second Edition (issued as above), 6s. net.

History and Geography Examination Papers. By C. H. SPENCE, M.A., Clifton College. Second Edition.

Science Examination Papers. By R. E. STEEL, M.A., F.C.S., Chief Natural Science Master, Bradford Grammar School. In Three Vols. Part I., Chemistry. Part II., Physics.

General Knowledge Examination Papers. By A. M. M. STEDMAN, M.A. Third Edition.

KEY, Second Edition (issued as above), 7s. net.

CLASSICAL TRANSLATIONS.

EDITED BY H. F. FOX, M.A., Fellow and Tutor of Brasenose College, Oxford.

Cicero.—De Natura Deorum. F. BROOKS, M.A., late Scholar of Balliol College. Crown 8vo, 3s. 6d.

Cicero.—De Oratore I. E. N. P. MOOR, M.A., late Assistant-Master at Clifton. Crown 8vo, 3s. 6d.

Cicero.—Pro Milone, Pro Muræna, Philippic II. in Catilinam. H. D. BLAKISTON, Fellow and Tutor of Trinity College, Oxford. Crown 8vo, 5s.

Sophocles.—Electra and Ajax. E. D. A. MORSEHEAD, M.A., Assistant-Master at Winchester. Crown 8vo, 2s. 6d.

Aeschylus.—Agamemnon, Choephores, Eumenides. LEWIS CAMPBELL, M.A., LL.D., late Professor of Greek at St. Andrews. Crown 8vo, 5s.

Lucian.—Six Dialogues (Nigrinus, Icaro Menippus, Cock Ship, Parasite, Lover of Falsehood). S. T. IRWIN, M.A., Assistant-Master at Clifton. Crown 8vo, 3s. 6d.

Tacitus.—Agricola and Germania. R. B. TOWNSEND, M.A., late Scholar of Trinity College, Oxford. Crown 8vo, 2s. 6d.

METHUEN'S COMMERCIAL SERIES.

EDITED BY H. DE B. GIBBINS, D.Litt., M.A.

British Commerce and Colonies from Elizabeth to Victoria. By H. DE B. GIBBINS, D.Litt., M.A., Author of "The Industrial History of England," &c. Second Edition, 2s.

Commercial Examination Papers. By H. DE B. GIBBINS, D.Litt., M.A. 1s. 6d.

The Economics of Commerce. By H. DE B. GIBBINS, D.Litt., M.A. 1s. 6d.

A Primer of Business. By S. JACKSON, M.A. 1s. 6d.

German Commercial Correspondence. By S. E. BALLY, Assistant-Master at the Manchester Grammar School. Crown 8vo, 2s. 6d.

A Manual of French Commercial Correspondence. By S. E. BALLY, Modern Language Master at the Manchester Grammar School. Second Edition. 2s.

French Commercial Reader. By S. E. BALLY. 2s.

Commercial Geography, with special reference to the British Empire. By L. D. LYNDE, M.A., of the Academy, Glasgow. Second Edition. 2s.

Commercial Arithmetic. By F. G. TAYLOR, M.A. 1s. 6d.

Précis Writing and Office Correspondence. By E. E. WHITFIELD, M.A. 2s.

RECENTLY PUBLISHED.

The Decline and Fall of the Roman Empire. By

EDWARD GIBBON. A New Edition. Edited, with Notes, Appendices, and Maps, by J. B. BURY, M.A., Fellow of Trinity College, Dublin. In Seven Volumes. Demy 8vo, gilt top, 8s. 6d. each; crown 8vo, 6s. each. Vol. IV.

"The time has certainly arrived for a new edition of Gibbon's great work. . . . Professor Bury is the right man to undertake this task. His learning is amazing, both in extent and accuracy. The book is issued in a handy form and at a moderate price, and it is admirably printed."—*Times*.

"Gibbon's immortal work has never been presented in so convenient a shape."—*Guardian*.

A Short History of Rome. By J. WELLS, M.A., Fellow and Tutor of Wadham College, Oxford. With 4 Maps. Crown 8vo, 3s. 6d.

"An original work, written on an original plan, and with uncommon freshness and vigour."—*Speaker*.

A Primer of Wordsworth. By LAURIE MAGNUS. Crown 8vo, 2s. 6d.

"Thoughtful and informing."—*Manchester Guardian*.

"Mr. Magnus is both a careful student and an enthusiast."—*Times*.

"A valuable contribution to Wordsworthian literature. Simple and unaffected."—*Literature*.

A Primer of the Bible. By Prof. W. H. BENNETT. Crown 8vo, 2s. 6d.

"The work of an honest, fearless, and sound critic. An excellent guide."—*Manchester Guardian*.

"Scholarly, clear, and interesting."—*Scotsman*.

Voces Academicæ. By C. GRANT ROBERTSON, M.A., Fellow of All Souls, Oxford. With a Frontispiece. Fcap. 8vo, 2s. 6d.

This is a volume of light satirical dialogues, and should be read by all who are interested in the life of Oxford.

Demosthenes against Conon and Callicles. Edited, with Notes and Vocabulary, by F. DARWIN SWIFT, M.A., formerly Scholar of Queen's College, Oxford; Assistant-Master at Denstone College. Fcap. 8vo, 2s.

The Odyssey of Homer. A Translation by J. G. CORDERY. Crown 8vo, 7s. 6d.

Plauti Bacchides. Edited, with Introduction, Commentary, and Critical Notes, by J. McCOSH, M.A. Fcap. 4to, 12s. 6d.

"The notes are copious, and contain a great deal of information that is good and useful."—*Classical Review*.

Taciti Agricola. With Introduction, Notes, Map, &c. By R. F. DAVIS, M.A., Assistant-Master at Weymouth College. Crown 8vo, 2s.

Taciti Germania. By the same Editor. Crown 8vo, 2s.

How to Make a Dress. By J. A. E. WOOD. Illustrated. Crown 8vo, 1s. 6d.

"Miss J. A. E. Wood contributes to Prof. Garnett's 'Text-Books of Technology' an attractive little book called 'How to Make a Dress,' which bids fair to be very useful. The writer is entitled to speak with authority on the subject, inasmuch as she is chief instructress in dress-making at the Goldsmith's Institute, New Cross. The book is intended 'to meet the want felt by teachers and students for a reliable and trustworthy source of information as to how to pass with success the dressmaking examination of the City and Guilds of London Institute.' But, though primarily intended for students, Miss Wood's dainty little manual may be consulted with advantage by any girls who want to make their own frocks. The directions are simple and clear, and the diagrams very helpful."—*Literature*.

Ornamental Design for Woven Fabrics. By C. STEPHENSON, of the Technical College, Bradford, and F. SUDDBURY, of the Yorkshire College, Leeds. With 65 full-page Plates, and numerous Designs and Diagrams in the text. Demy 8vo, 7s. 6d.

The aim of this book is to supply, in a systematic and practical form, information on the subject of Decorative Design as applied to Woven Fabrics, and is primarily intended to meet the requirements of students in Textile and Art Schools, or of designers actively engaged in the weaving industry. Its wealth of illustration is a marked feature of the book.

"It is full of valuable instruction and suggestion, with a wealth of illustrative drawings."—*Globe*.

Passages for Unseen Translation. By E. C. MARCHANT, M.A., Fellow of Peterhouse, Cambridge, and A. M. COOK, M.A., late Scholar of Wadham College, Oxford; Assistant-Masters at St. Paul's School. Crown 8vo, 3s. 6d.

This book contains two hundred Latin and two hundred Greek Passages, and has been very carefully compiled to meet the wants of V. and VI. Form boys at Public Schools. It is also well adapted for the use of Honourmen at the Universities.

Exercises in Latin Accidence. By S. E. WINBOLT, Assistant-Master in Christ's Hospital. Crown 8vo, 1s. 6d.

An elementary book adapted for Lower Forms, to accompany the Shorter Latin Primer.

"Accurate and well arranged."—*Athenæum*.

Notes on Greek and Latin Syntax. By G. BUCKLAND GREEN, M.A., Assistant-Master at the Edinburgh Academy, late Fellow of St. John's College, Oxon. Crown 8vo, 3s. 6d.

Notes and explanations on the chief difficulties of Greek and Latin Syntax, with numerous passages for exercises.

"Well arranged, clear, and extremely useful."—*School Guardian*.

A Digest of Deductive Logic. By JOHNSON BARKER. Crown 8vo, 2s. 6d.

A short introduction to logic for students preparing for examinations.

METHUEN & CO., 36 ESSEX STREET, STRAND.

LONDON UNIVERSITY EXAMINATIONS.

Special Subjects, 1898 and 1899.

All texts are annotated and contain full Introductions. The Vocabularies are in order of the Text, and are preceded by two series of Test Papers.

MATRICULATION.

For June, 1898.

- Vergil.—Aeneid, Book I.** TEXT, 1s. 6d. VOCABULARY, *Interleaved*, 1s. TRANSLATION, 1s. IN ONE VOL., 3s.
Vergil.—Aeneid, Book II. (Uniform with the above in price and arrangement of parts.)
Aeschylus.—Persae. TEXT (with Map), 3s. 6d. TRANSLATION, 1s. 6d. IN ONE VOL., 4s. 6d.

For January, 1899.

- Ovid.—Metamorphoses XIII.** INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY (in order of the Text), with TEST PAPERS, *Interleaved*, 1s. A CLOSE TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.
Ovid.—Metamorphoses XIV. (Uniform with the above in price and arrangement of parts.)
Xenophon.—Anabasis, Book IV. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, 1s. 6d.

INTER. ARTS, 1898.

- Livy.—Book VI.** TEXT, 3s. 6d. VOCABULARY, *Interleaved*, 1s. TRANSLATION, 2s. IN ONE VOL., 5s. 6d.
Horace.—Epistles. TEXT, 3s. 6d. VOCABULARY, *Interleaved*, 1s. TRANSLATION, 1s. 6d. IN ONE VOL., 5s. 6d.
Herodotus.—Book III. TEXT, 4s. 6d. VOCABULARY, *Interleaved*, 1s. TRANSLATION, 2s. IN ONE VOL., 6s. 6d.
History of England, 1485-1603. (*Vol. II. of the Intermediate Text-Book of English History.*) 4s. 6d.
History of English Literature, 1558-1660. (*Vol. II. of the Intermediate Text-Book of English Literature.*) 3s. 6d.
Chaucer.—Man of Lawes Tale. With the PROLOGUE to the CANTERBURY TALES. INTRODUCTION, TEXT, NOTES, and GLOSSARY. 2s. 6d.
Spenser.—Faerie Queene, Book I. With INTRODUCTION, NOTES, and GLOSSARY. 2s. 6d.
Shakespeare.—King John. 2s.
Shakespeare.—The Tempest. 2s. (*For Hons.*)
Intermediate English Questions, 1898. 1s. 6d.

B.A., 1898.

- Tacitus.—Histories, Book III.** A TRANSLATION, with TEST PAPERS. 2s. 6d.
Juvenal.—Satires XI., XIII., XIV. 3s. 6d.
Juvenal.—Satires VIII., X.-XVI. A TRANSLATION, with TEST PAPERS. 2s. 6d.
History of Rome, 31 B.C. to 96 A.D.: The Early Principate. With TEST QUESTIONS. *Second Edition.* 2s. 6d.
Synopsis of Roman History, 14-96 A.D. *Interleaved.* 1s.
Plato.—Phaedo. 3s. 6d. A TRANSLATION, with TEST PAPERS. 2s. 6d.
Aeschylus.—Septem contra Thebas. 3s. 6d. A TRANSLATION, with TEST PAPERS. 2s. 6d.
History of Greece, 495 to 431 B.C.: The Making of Athens. With TEST QUESTIONS and Five Maps. 4s. 6d.
Synopsis of Grecian History, 495 to 404 B.C. With TEST QUESTIONS. *Interleaved.* 1s. 6d.
History of English Literature, 1558-1660. (*Being Vol. II. of the Intermediate Text-Book of English Literature.*) 3s. 6d.
Shakespeare.—King Lear. 2s.
History of England, 1603-1714. (*Being Vol. III. of the Intermediate Text-Book of English History.*) 4s. 6d.

LONDON: W. B. CLIVE,
UNIVERSITY CORRESPONDENCE COLLEGE PRESS.
WAREHOUSE: 13 BOOKSELLERS ROW, STRAND, W.C.

THE JOURNAL OF EDUCATION.

A MONTHLY RECORD AND REVIEW.

SCALE FOR ADVERTISEMENTS.

PUBLISHERS' ANNOUNCEMENTS—	£.	s.	d.
Whole Page	5	10	0
Half Page	3	0	0
Quarter Page	1	15	0
Per Inch in Column	0	8	0

PREPAID RATES FOR SCHOOL ANNOUNCEMENTS—

- Scholarships, Official Notices, &c.—6d. per line; minimum charge, 5s.
 Situations Vacant and Engagements Wanted.—30 words for 2s.; each to words after, 6d.
 Lectures, Classes, Non-Resident Engagements, &c.—48 words for 3s. each 8 words after, 6d.
 [These minimum charges do not include a copy of paper.]

An extra fee of ONE SHILLING is charged on advertisements with OFFICE ADDRESS. Date of publication of next issue will be found at top left-hand corner of front page. [Advertisers are reminded that "Letters addressed to INITIALS or to FICTITIOUS NAMES at Post Offices are not taken in, but are sent at once to the Returned Letter Office."]

All Letters respecting Advertisements and Subscriptions should be addressed—"THE PUBLISHER," JOURNAL OF EDUCATION Office, 86 FLEET STREET, LONDON, E.C. Money and Postal Orders, on the Post Office, Ludgate Circus, E.C., should be made payable to WILLIAM RICE; Orders and Cheques may be crossed, "City Bank, Ludgate Branch." Postage Stamps can only be received at the rate of thirteen to the shilling.

If a receipt is required for an advertisement under ros., a postcard or a stamped envelope must be enclosed.

Notice must be given of all remittances through the Post Office from abroad, stating full name and address of the sender; and all Foreign Money Orders should be "crossed."

American subscribers may conveniently remit through Mr. C. W. BARDEEN, 406 South Franklin Street, Syracuse, New York; or Messrs. E. L. KELLOGG & Co., 61 East 9th Street, New York.

LONDON: WILLIAM RICE, 86 FLEET STREET, E.C.

THE ONE THING NEEDFUL: A HIGH COURT OF EDUCATION.

THE attention of every thinking man must be directed at present to what can only be described as the deplorable *impasse* in the secondary education movement. As one partly, at any rate, responsible for this state of affairs, I may, perhaps, be allowed to indicate what I believe to be the only remedy.

Let it be granted that the Government introduce a Bill of some sort this Session; nobody supposes (and, indeed, we are told in the Queen's Speech) that this will, or can be, either the comprehensive Bill which might satisfy most interests, or a "sectional" Bill of such a kind as will not alienate a majority of interests. I used the word "interests" advisedly, for the differences of opinion now dividing educationalists are not educational in their origin, but are due to the natural and inevitable clashing of political, class, and professional claims. There is nothing to be ashamed of in this; every Bill in Parliament is discussed on these lines. Let us, therefore, cease to hold up our hands to heaven and talk as if we are not as these publicans—the mere politicians.

The Government Bill, therefore, being, no doubt, a small and sectional Bill, will not be able to resist the dead weight of indifference and opposition, and will expire for want of time. "As you were till 1901" will then be the word of command to all our forces.

Let me develop a little more fully this, my present favourite, but paradoxical, thesis, the impossibility of any "possible" legislation. The interests to be considered may be described in known terms of Parliamentary parties as follows:—Radicals: the School Boards, the N.U.T. Liberals: the Higher-Grade Association, the Teachers' Guild. Liberal-Conservatives: the Headmasters' Conference, the College of Preceptors (?). Liberal-Unionists: the I.A.H.M. and the Assistant-Masters and Mistresses. Conservatives: the County Councils, &c. Parnellites: the Private Schools' Association. The Fourth Party: the non-county boroughs.

Now a really good Bill to suit the tastes of the majority must be compounded of three ingredients:—(a) central authority, (b) local authority, (c) professional recognition. Such a Bill, dealing with the whole question on the lines of the Commission, and including in (c) professional registration, a Council, and training, must consist of at least fifty clauses; but I am con-

vinced such a Bill would pass. It would be opposed, as every Bill on the lines of the Commission would be opposed, bitterly and savagely by those I have called the Radicals. No concession on earth short of universal, compulsory, and *ad hoc* elected School Boards will satisfy this section; therefore we can dismiss them from consideration until the advent of a different Government, and, I may add, until after the abolition of the House of Lords.

The Private Schools' Association, fearing the School Boards as much as the County Councils, and consisting, practically, of "three men in a boat," may be considered as always "agin' the Government," and is, therefore, a negligible quantity. The Fourth Party will probably find its Sedan in the London Municipalities Bill of this Session, and may be consigned to the same category.

But a Bill containing (a), (b), and (c) can, and no doubt would, satisfy all the other parties, representing at least three-fourths of the educational Parliament.

But, if, as is certain, such a fifty-clause Bill is not compatible with the exigencies of Parliamentary time, and a Bill consisting of (a) or (b), with, perhaps, (c) tacked on to either, be introduced, in the former case it will be opposed by the County Councils—and I can guarantee a very effective opposition—and in the latter case by probably all the other parties, with possibly equally good effect. The opposition—that is to say, the genuine as distinguished from the every-Bill-wrecking opposition—would arise, not on account of what is in the Bill, but of what is left out. Rightly or wrongly, the County Councils will not have a central authority placed in any sense over them unless they are given *simultaneously* the full powers enjoyed by the county authorities in Wales. Rightly or wrongly, the professional interests will not allow any extension of local authority powers unless a central authority (presumably to protect themselves) be *simultaneously* called into being. The quarrel between those genuinely anxious for Commission-born legislation is purely upon a question of priority. Just as the late Archbishop of Canterbury and the late Cardinal Manning are reported to have always supported the highest ideals of Christianity by dodging round each other in order to pass in first to Academy banquets and Mansion House dinners, so, in the words of Dr. Scott, the "true interests of education" are now being advanced (?) by advocates of local and central authorities blocking each other's paths because a gate sufficiently wide to let them pass in abreast does not seem within the range of practical politics.

This is only what one might expect, and is in accordance with historical precedent. In fact, every administrative problem, when tackled at close quarters, resolves itself into some question of priority.

When, in the early eighties, Mr. Hobhouse, Mr. D. Grant, and other municipal M.P.'s were agitating for the reform of local government in London and the counties, they demanded the whole triple machinery of Councils such as now exists outside London, and will shortly exist inside that county also. But when, in 1888, Mr. Ritchie attacked the question on behalf of the Government of the day, his opponents, committed to the general principles, raised the question of times and seasons. It was plain that County, District, and Parish Councils could not be all created at once, so, because "County" Councils were proposed, the "democratic" demand was for "Parish" Councils to lead the way. The organization of District and Parish Councils simultaneously very much aided the smooth passage of the Local Government Act of 1894, and allowed a reasonable allocation of powers to be made to each authority. There is good sense behind this fight for precedence when a division of powers is contemplated. The body which is first established not only consolidates its position, but goes a little beyond it, and establishes vested interests in the "neutral zone," if not actually in the position to be allocated to the non-existent authority. In such wise arose the higher-grade schools, because no secondary authority existed at the time. Again, when secondary education organization was first brought to the front in the years 1891-95, by the Bills known as the Acland-Roscoe and the Roscoe-Hobhouse Bills, the professional element blocked these and put forward their claim for prior organization in the two Teachers' Registration Bills. Both parties more or less approved of the Bills of the other, but wanted something tacked on, or their own immediate interests recognized first. As a result no Bills were passed. *Absit omen!* At present we are in a precisely similar condition.

The Royal Commission made no mention of "times and seasons." It did *not* say that its proposals must all be carried out in one Bill; it did *not* say that, if there were two or three Bills, a certain part of its recommendations must be in the first; it did *not* say that it would scorn the aid of administration, the humble handmaid of legislation, in carrying out its proposals. Professor Jebb's Joint Committee took up a similar attitude. The only time limits in their reports are the words "as soon as possible" before the reference to the complete merging of the Charity Commission—words introduced on my urgent representation that no power on earth could induce a Conservative or Charitable Trust Government to tackle the thorny question of the eleemosynary powers of that body.

Hence we are absolutely without official or authoritative information upon the really important and contentious point—whose interest shall be consulted first. So we are all at sixes and sevens again. Those whom the Royal Commission joined together Mr. Balfour's "Small Bill era" has put asunder. The unholy alliance, or, rather, flirtation, between the Incorporated Headmasters and the School Boards against the County Councils and the Science and Art Department in respect of Clause VII. is the first fruits of the divorce. Concordats or eirenicons, which, as the Dean of Manchester put it to Sir John Gorst, "work very well on paper," naturally follow. The National Union of Teachers and the School Boards, their nursing fathers and nursing mothers, next cut the higher-grade schools off with a shilling for contracting a runaway match with the Incorporated Headmasters. Words, words, words, are all-important, and every actuality and reality in education is thrown aside.

What is the remedy? Surely to retrace our steps and pick up the broken threads of harmony. For those who agree with the Royal Commission (for all others are anathema) to go back to that Commission, call it to life again, and ask it to save the situation. What I have to propose, therefore, is that by a short Act of Parliament, or, better, by an Order in Council, the Royal Commission be revived. It would also, for the purposes it is to fulfil, require to be enlarged. The number of members might well be increased from seventeen to thirty. Professor Jebb's Joint Committee could easily contribute seven more of this number so that private schools, Universities, and assistant-teachers should have expert spokesmen, while the School Board clerks, polytechnics, and higher-grade schools also might each send a representative. The three remaining places I would give to Sir George Kekewich (or his deputy), Sir John Donnelly (or his deputy), and Sir George Young (or his deputy). The position of these three officials and of Mr. Sadler would, of course, be peculiar. They could attend the meetings or stay away, as suited their convenience. They might speak, but, of course, not vote, and in their official position as responsible to the Minister and Parliament they would not be bound by anything which took place at the Council. This body I would call a "*High Court of Educational Information, Advice, and Arbitration*." Its powers would be strictly limited to these functions. It could send for persons, visit schools, or call for documents. But it would have no statutory power to enforce its decisions. It would rule by the force of knowledge and by the weight of authority. All questions raised by the Joint Memorandum, the concordats between local authorities, by the Laurie protest, the Burnley case, dismissals of heads or assistants, &c., would naturally be brought to its notice, and it would focus upon them all knowledge from all quarters. If asked by *both* parties to a dispute, it would arbitrate; if consulted by *one* party, it would advise. Its *published* decisions, which would, of course, only be those practically unanimous or carried by, say, a two-thirds majority, would go out as a Blue-book. It would thus gradually build up a code of educational equity. Opinions on matters so controversial or complex that they could not be settled in this way might go out to the two parties, if they agreed to ask for them, in the form of majority and minority reports with the names attached; public opinion would settle the relative values, but the High Court itself would not be bound by them as it would by its published *chose jugée*.

In five years' time no school or authority would have the hardihood to fly in the face of the verdict of such a court, and the rest of the legislation required would follow naturally. The members might be called together once a fortnight throughout the year; but all of them would not necessarily feel bound to adjudicate upon every matter in dispute. A whole day divided

into three sessions dealing with different kinds of business might be given to each meeting. If the members were paid £1 a day and travelling expenses, the cost would be about £1,000 a year to the Treasury. Its office and permanent quarters might be in connexion with the Intelligence Branch and Library of the Education Department, and the work and inquiries of that Branch might well be under its direction. I would, however, reserve to it the right of reporting direct to the Minister, without the interposition of any of the Departments of State.

Surely *bona fide* educationalists of all sections who differ (even in all else) from educational and not from political or sectarian reasons could unite to demand this concession, so easy to carry out, so truly in harmony with the work of the Commission itself, and so remote from all questions involving administrative or professional interests.

H. MACAN.

THE IRISH UNIVERSITY QUESTION. VIEWS OF DR. MAHAFFY.

IT is not too much to say that Dublin University is the only one that counts in Ireland. Trinity is its sole college, and practically its Fellows and officials form Dublin University. A slight rearrangement, as in the game of "family coach," and you have the same personages once more, with a variation in their style and place. Trinity was founded in 1591; its handsome façade fronts College Green and the old Irish Parliament House. Together they form an imposing pile of which Dublin is justly proud. "The College of the Holy and Undivided Trinity near Dublin" was established in the buildings of the Augustinian Monastery of All Hallows. They were the gift of the Corporation, which spent a large sum of money on repairs. The grounds embrace eleven acres of the best land in Dublin, and the College has, besides large grants of confiscated lands in various parts of Ireland, an endowment which amounts in all to some £40,000 per annum.

Trinity has an excellent library, squares and courts on a large scale—a campanile in the centre of one of them—fine statues of Burke and Goldsmith, by Foley, Schools of Divinity, Engineering, Law, and Medicine, and the agreeable certainty that nothing can be mentioned in the same breath with it on the far side of St. George's Channel.

Dr. Mahaffy is its well-known Professor of Ancient History. He lives in one of Dublin's fine old houses, with a most unpretending exterior, so that its interior is a joyful surprise. He was not at all averse from discussing the Catholic University question. "We do not want a federated University," was his immediate reply, in answer to my question whether there might not be a Roman Catholic College co-equal with Trinity, the two together forming Dublin University.

"We have them in England," said I.

"Oxford and Cambridge cannot be considered as types of the federated University. Each is one city, and the influence of the University is paramount. There are inter-collegiate lectures by the tutors and professors; no teaching is shut out from any man; all is open. That makes a very deep difference. The main thing is always the influence of the great teacher, and that Oxford and Cambridge get. In Victoria University space prevents any two of the colleges having the teacher that is associated with the third. Even the railway cannot re-establish this kind of influence."

"But is it not a pity to establish another University in Ireland, a poor country, which cannot afford too many such bodies? I once heard a University professor say that the net must be cast very wide to sweep in all promising fish."

"Yes," said Professor Mahaffy, "that sounds very nice, but only when one does not know the peculiar circumstances of this country. If we had a Roman Catholic college federated to Dublin University, Catholics, *as such*, would require to have seats on the governing body."

"And is that very awful?"

"We should have the course interfered with. Catholics would want a worse course for the same degree, or else to cut down ours. We should object to either alternative. We should not like in philosophy to revert to Thomas Aquinas in the thirteenth century and his twenty volumes. Protestants imagine that a little advance towards the truth has been made since then."

"But there are other subjects besides philosophy to be studied."

"Yes, there's history, and that requires to be carefully cooked. On our mixed Board—we have had a little experience of mixed Boards in Ireland—we should not even be able to agree on a common professor in such subjects. Mixed boards are so busy balancing that they never have time to advance. It would be the case of a house divided against itself. The very grave matter which lies at the back of this I find a difficulty in stating. As Dublin University is at present constituted, we have no serious trouble; but how long would that last?"

"You are referring to the different standard of honour of the Protestant and of the Catholic?"

"Rather to the fact that on mixed Boards the members feel under an obligation to vote for candidates of their respective creeds. A Protestant would have a far better chance of election on the ground of competence from a Board of Roman Catholic priests than he would from a Board on which they had a bare majority. You certainly cannot understand our position on a University question if you put everything down to religious bigotry on the Protestant side. I shall deal with the bigotry question in a moment. I am concerned now with the fact that on mixed Boards things leak out, and invariably to the advantage of the members of one form of religion. Personally, I am glad to say I have no experience of this kind of thing, but the case in point is known from one end of Ireland to the other."

It was to this effect. A small mixed Board of Examiners drew up a paper on Euclid, to which all agreed. Before sending it to the printer, the examiner who had final charge of it discovered that Question 2 was covered by, say, Question 9. He wrote to his fellow examiners saying that subject to their permission he had altered Question 2, and to this his colleagues assented. In spite of this, all the mathematical pupils of a certain College answered the *expunged* question.

"This is about the sixth time I have heard that story. [It is queer in Ireland how many things leak out 'from the printers,' as the matter is phrased.] Now here is a pendant for the Euclid story. A foreign Consul wrote to a certain Irish mixed Board that its examiner in his language was an impostor, holding none of the degrees or diplomas on which he had obtained the post. After inquiry, the Board held a meeting; it was proposed that the pseudo-professor should receive a handsome sum of money—if I mistake not, a year's salary—and withdraw immediately. The delinquent professor was a Catholic; his co-religionists who were priests were all opposed to this treatment, though the Catholic laity sided with the Protestant majority. To the credit of the last two, it should be said they were astounded at the attitude of the Catholic clergy."

"Yes, I know the *dramatis personæ*. I am not alluding to this difficulty out of desire to wound Catholic feelings, but simply to show that there is a real tangible objection to the airy proposals of outsiders that we should have a mixed Board. You are probably aware that the proposal to 'open up Dublin University' wrecked Mr. Gladstone's Government in 1873. No? Well, people never know contemporary history. The University Bill proposed to combine Trinity College, Maynooth, and the Colleges of Cork and Belfast, into a new University capable of granting degrees; the Theological Faculty of Trinity College was to be handed over to the Episcopal Church. Theology, moral philosophy, and history were to be excluded from the new University; the governing body was to be in the first instance nominated by the Act, but ultimately by the Crown, the Council, the Senate, and professors jointly. The funds were to be provided partly from existing funds, and partly from fees and Government aid. It was rejected," said Professor Mahaffy, in a tone betokening that rejection was the smallest evil that it deserved, "by 287 to 284 votes, and caused a Ministerial crisis."

"I presume that a Catholic can take the degrees of Dublin University."

"But absolutely everything is open to him. I must draw your attention to the fact that Trinity has literally *led the van* in removing all religious disabilities; in 1784 we opened our degrees to Catholics; since then, honours, prizes, scholarships, have been gradually opened to all. Remember that Oxford and Cambridge only removed their religious tests in 1871. At the present moment we have a Catholic Fellow, and two of the Council are Catholics; another Catholic student, the present Lord Morris, won the first gold medal of his year in Ethics at this

University. It might, perhaps, be objected that we have so few Catholics on our teaching staff: that is simply because prelatry will not permit Catholics to come to us, and we choose our staff from those who do come, naturally."

"Then practically no religious difficulty exists."

"That is exactly the case. We do not ask what any man's religion is. None is excluded on account of it, none is appointed to a post because of it. Now we have arrived at the root of the difficulty. Catholics really want, not the removal of a grievance in Trinity College, but the acquisition of a privilege, viz., that a man shall be appointed *because* of his religion. If a man is appointed for such a reason, what he will most care about is the advancement of his creed. We appoint our men because of their attainments in science and literature, and because they will devote themselves to their advancement."

"Of course; anything else would undoubtedly mean the nursing of a religious difficulty. But Catholics talk of a 'Protestant atmosphere' at Trinity."

"They do indeed, and that is the sole Catholic grievance. If Catholic young men came here to any extent, they might modify the atmosphere; indeed, they could scarcely avoid doing so. They never pretend there is any danger to their faith at Oxford, where they go in considerable numbers; and they only raise the cry here, because they think they will get something by it."

"Should you object to a Catholic University?"

"By all means let them have one; they will soon make ducks and drakes of it. If people want their Universities based and founded on religious differences, they must have them. I repeat that Trinity was open to Jews, who came here on purpose to get degrees, when all was closed in England. We do not mind who gets on our governing Board, provided he wins his way there by merit; we do object to men being shovelled on that Board *because* they are Papists. Personally I have had a good many Catholics as pupils—more, I fancy, than any tutor here. I get on well with them, and have many good friends among them; but, all the same, that is my attitude."

"I don't believe we realize in England that you are quite so open as you have been showing. You see you do not admit women to Trinity, and the united grumblings of Catholics and women produce a sort of strophe and anti-strophe effect."

"Ah, yes, the women. We discussed the question of their admission for ten years. I was on the Academic Council of Sixteen which favoured the admission of women. Our governing Board is composed of seven members, and they do not favour the more generous policy. There has been much delay, dodging, and chicanery, not to put too fine a point on it, and I fear the recent refusal of Cambridge has confirmed some in their wickedness."

"Perhaps your Board feels that if it opens the door to women the Catholics may push in, too."

"That might be their view. There are certainly disadvantages in teaching the sexes together." And then Dr. Mahaffy, in his own very lively manner, depicted the pure delights of a feminine University, that favourite chestnut which exploded with so loud a bang at the Conference of the Society of Arts on December 4.

C. S. B.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

TENTH GENERAL CONFERENCE AT ABERYSTWYTH, APRIL 18-22, 1898.

The invitation from the Aberystwyth Branch to the Conference and the programme of the meeting are being sent to all members of the Guild with the March *Journal* or reprinted Report. Further particulars will be given in the April Report.

TEACHERS' GUILD LECTURE, Tuesday, March 8, at 8 p.m., in the hall of the Passmore Edwards Settlement, Tavistock Place, Tavistock Square, W.C. (Station on Metropolitan Railway, Gower Street or King's Cross.) Mr. F. W. H. Myers, M.A., H.M.I., a Vice-President of the Guild, will lecture on "Wordsworth." The chair will be taken by W. P. Ker, Esq., M.A., Professor of the English Language and

Literature at University College, London. Heads of schools who may wish to bring some of their senior pupils are invited to give notice at once to the General Secretary of the Guild, 74 Gower Street, W.C. A member may bring a friend.

CENTRAL GUILD.—The sixth Annual General Meeting of the Central Guild will be held at 74 Gower Street, W.C., on Friday, March 18, at 8 p.m. The last Meeting of the Central Guild Council before the Annual Meeting will take place on Saturday, March 5, at 2.30, at 74 Gower Street. It is proposed to complete the filling of the Card-Register of Teachers on this occasion. Offers to help in the work will be welcomed from any members of the Guild.

The Executive Committee of the Council met on February 3. Present:—The Rev. Canon the Hon. E. Lyttelton, Chairman; the Rev. J. O. Bevan, Mr. H. C. Bowen, Miss H. Busk, Mr. Charles, Miss Connolly, Miss F. Edwards, Mr. Langler, Mr. Nesbitt, Miss Page, Miss Smither, Mr. Storr, Mrs. Sutton, Mrs. Tribe, and Mr. Wise.

One hundred and one applicants for membership were elected, viz.: Central Guild, 37. Branches:—Bradford, 7; Brighton, 1; Dublin and Central Irish, 1; Hull, 5; Ipswich Local Guild, 50.

The Local Guild at Ipswich, formed in December, 1897, after a visit from the General Secretary, was duly affiliated as "the Ipswich Branch of the Teachers' Guild."

It was announced that the Guild had received its first legacy, £5, under the will of the late Mrs. Jeffery, of Bath. Mrs. Jeffery was local correspondent of the Guild in Bath, and the prime mover in the formation of the local Branch, and an ardent supporter of it to the last.

It was also reported that steps were being taken to form a Branch in Walsall and Wolverhampton.

The Friends' Teachers' Guild, having unanimously adopted, in general meeting, the terms of alliance with the Teachers' Guild which were proposed by the Council, the members of that association have been put on a footing intermediate between that of full members of the Guild and members of the "allied" Birmingham Teachers' Association, and will receive the publications and notices of the Guild and have the right to attend the General Conferences and other meetings which are not business meetings. The fact of the "alliance" will be notified on the cover of all future issues of the Annual Report of the Guild.

The Birmingham Teachers' Association has made the following arrangements for 1898:—Tuesday, February 22, Sheldon R. Hart, Esq., M.A., Headmaster of the Handsworth Grammar School, on "The Position of the Assistant-Teacher." Friday, March 18, James Gow, Esq., Litt.D., Headmaster of the High School, Nottingham, on "School Curricula." Tuesday, May 10, R. L. Morant, Esq., Assistant-Inspector in Special Inquiries to the Education Department, on "Some Aspects of the Question of the desirability of having a State Organization for Education in all its Grades." Tuesday, September 27, H. E. Armstrong, Esq., Ph.D., F.R.S., Professor of Chemistry in the Central Technical College, London, on "The Heuristic Method of Teaching Science." Tuesday, October 11, the Rev. W. H. Flecker, D.C.L., Principal of the Dean Close Memorial School, Cheltenham, on "The Training of the Teacher." Friday, October 21, J. H. Muirhead, Esq., M.A., Professor of Moral Philosophy and Political Economy at Mason College, on "The Teaching of Morality." Friday, November 4, discussion on the question: "How far should the work of the Class Teacher be supplemented by that of the Subject Teacher?"—Opened by Miss Foxley, Headmistress of Queen Mary's School, Walsall, and the Rev. A. Jamson Smith, M.A., Headmaster of King Edward's Grammar School, Camp Hill. These meetings are open to members of the Teachers' Guild.

CENTRAL GUILD. LONDON SECTIONS. CALENDAR.

Tuesday, March 1st, 8 p.m.—Section F. Musical meeting at Mrs. Christa's, 4 Rectory Grove, Larkhall Rise, Clapham, S.W.

Friday, 4th, 7.45 p.m.—Section B. Shakespeare Reading, "The Merchant of Venice," arranged by Miss S. A. Burstall, B.A. By kind invitation of Miss J. Glover, at Gordon Hall School, Gordon Square, W.C. (west side of Gordon Square).

Friday, 4th, 8 p.m.—Section G. Lecture, "A Country Walk," by the Rev. Theodore Wood, at the Datchelor School. Tea and coffee at 7.30 p.m.

Tuesday, 8th. Teachers' Guild lecture. (See above.)

Friday, 11th, 7.30 p.m.—Section D. Lecture, "John Locke," by the Rev. William C. Stewart, LL.B., at Queen's College, Acton, W.

Tuesday, 15th, 8 p.m.—Section F. Lecture, "Certain Manners and Customs of the Aboriginal Indians of North America" (illustrated by a small collection of implements, pipes, &c.), by the Rev. J. O. Bevan, M.A., at Streatham Hill High School, Wyatt Park, Streatham Hill. By kind invitation of Miss Oldham.

Monday, 21st, 7.30 p.m.—Section A. Paper by H. Carter, Esq., B.A., on "The Teaching of French to Junior Forms." At the Skinners' School, Stamford Hill, N.

Monday, 21st, 8 p.m.—Section B. Lecture, "Typical Curricula of

Secondary Schools for Boys," by M. E. Sadler, Esq., M.A., at the City of London School, Victoria Embankment, E.C. (Open to all Sections.)

Tuesday, 22nd, 8 p.m.—Section E. Lecture, "The Parthenon," with lantern illustrations, by Miss Hutchinson, at the Church of England High School, Graham Street, Eaton Square, S.W.

Tuesday, 22nd, 8 p.m.—Section F. Musical meeting at Miss Withiel's, Airedale, Streatham Common, S.W.

Friday, April 1st.—Section G. Visit to St. Paul's Cathedral. (Particulars from Miss Morse, Datchelor School, Camberwell Grove, S.E.)

Section A.—The Annual General Meeting was held at the Skinners' School, Stamford Hill, on February 7. After the meeting there was a debate on the Teaching of Geography, opened by Mr. H. Holman, H.M.I. Mr. Holman divided the teaching into three parts—realistic, symbolic, and inferential. In the preliminary realistic section, attention was drawn to the fact that every London school was near some park, which could give the necessary experience for the formation of many geographical ideas; and the climate, industries, local government, &c., of a district could be similarly utilized. The second stage, the symbolic, involved the introduction of the map. It was recommended that the ordinary map should be led up to through models of the school buildings and district, to be followed by a relief map. In the inferential stage the lecturer showed how deductions might be drawn from the map of a country. Throughout the whole of the teaching the lecturer insisted on the importance of arousing the active co-operation of the pupil: e.g., it was urged that pupils should compile their own text-books. Valuable hints were given on the construction of models in clay, pulp, sawdust, &c.; and the formation of geographical museums was recommended.

Section E.—On February 8 Miss A. J. Cooper was unable, through indisposition, to deliver her lecture on "History-Costumes." Prebendary Eardley-Wilmot kindly showed instead many new views of the Isle of Wight, of which he and the Rev. J. O. Bevan gave some account.

A party of thirty persons is being formed for a tour to Switzerland and the Rhine in August. Those who join will travel quite independently, except that the outward journey must be taken by the whole party together. The reduction on the tickets for such a party is considerable. Names of those who wish to join should be sent to Miss Escott (a member of the Guild), 29 Beech Hill Road, Sheffield.

TEACHERS' GUILD EDUCATION SOCIETY.—The fourth meeting of the session will be held at 74 Gower Street, W.C., on Thursday, March 31, at 8 p.m. Subject: "A Teaching University for London." Opener: T. Gregory Foster, Esq., Ph.D. It is hoped that members will endeavour to be present.

Three Towns (Plymouth, &c.) Branch.—The new President (Mr. G. P. Dymond, B.A.) gave his inaugural address at the Plymouth Athenaeum on January 28. There was a good attendance, and an interesting discussion followed, in which Messrs. F. H. Colson, D. Slater, A. J. Rider, C. S. Jago, the Rev. F. C. Stebbing, Rev. J. Hirste Haywood, Mrs. Fitzsimon, and Miss Seymour took part. The usual vote of thanks closed the evening. The following is an abstract of the address:—

THE END OF MODERN EDUCATION, AND SOME PRESENT-DAY PERVERSIONS.

The lecturer accepted the fact, about which there was a general consensus of opinion among educationists, that the end of education is "to inform the intellect and to mould the character of the young. As R. H. Quick says: "The old education had one object, and that was learning. The new education treats the human being not so much as a learner as a doer and creator. The success of the education is not determined by what the educated *know*, but by what they *do* and what they *are*." If this be the end, how did they stand with regard to it! Teachers were creatures of circumstances, not allowed to follow their own ideals, but bound by the wishes of others. Parents desired situations for their sons, being often more concerned as to their livelihood than as to their training. The result was that many a lad had to give up the most humanizing studies for the narrow curriculum of the Civil Service, in order that he might enter into a competition where mechanical skill was most required. A limited curriculum also constantly produced this effect, that a candidate who obtained a post was only separated by *one* mark from one who was rejected. The most effective plea in the promotion of technical education had been the cry of "made in Germany." Too much had been done in the direction of arousing a spirit of antagonism to other nations, which it was part of the province of true education to allay. Technical education should rather have as its aim "to create in every scholar an aptitude for and a liking for the labour by which he will have to live." He wished to call attention to what seemed to him a grave defect in the provision made for technical instruction. Apprentices, many of them paying heavy premiums, were expected to attend evening classes after a hard day's work. It should be made a condition of all apprenticeship that time should be given by the employers during the day. Similar defects were apparent in connexion with continuation classes, affecting the teachers as well as their pupils. In the Universities, scholarship-hunting led to the amassing of immense loads of learning, which, if ever properly assimilated by those

possessing it, did not give sufficient evidence of the fulfilment of the highest end of all assimilation, viz., reproduction. Greed for knowledge was as contemptible as greed for gain. Knowledge, like wealth, was only rightly owned by those who rightly distribute it. A just distribution of advantages could not be effected if one successful student was allowed to acquire a plurality of scholarships. The arrogance of superior attainment was fortunately rapidly disappearing before a more general dissemination of culture.

Excessive rivalry and competition in all kinds of education, as elsewhere, were having a serious effect, and mental breakdowns were largely on the increase. One person at least who had climbed the ladder from the Board School to the University had fallen an early victim to over-exertion. Over-specialization must lead to mental decay. Whilst every encouragement was being given to the brilliant, too little attention was being paid to the mediocre and the positively dull. Unless more attention was paid to character, rather than the mere acquisition of learning, this class might constitute a grave menace to our national life. If "equality of opportunity" meant securing the highest development of manhood, it was most desirable, but it was in danger of being degraded into giving to all a like chance of grabbing at educational or other plums. The present tendency to mass large numbers of pupils in huge establishments was not entirely healthy. There was less opportunity of personal contact between pupil and teacher, and individual character might be lost sight of. As to athletics, the abuse of the maxim "a sound mind in a sound body" was producing a state of things which they must deplore. A craving for notoriety was inducing their young people to care more for physical training with its accompanying abuses than for mental culture. As Sir Joshua Fitch has said, "The ideally perfect school should be pervaded through and through by high purpose, by the spirit of work, by a solemn sense of duty, and by the love of truth."

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—Presented by Messrs. Macmillan & Co., Limited:—Euclid, Books I. and II., edited by C. Smith and Sophie Bryant (two copies).

Presented by Mr. David Nutt:—*Etudes sur la Prononciation Classique de la Langue Française*, by Madame L. Horta.

Purchased:—*The Co-education of the Sexes*, by M. Hawtreay; Thomas and Matthew Arnold, by Sir Joshua Fitch.

Presented by Miss Boyer Brown:—"How Dante climbed the Mountain," by Rose E. Selve. A Letter to Girls on Music: A Register of Musical Instruction, by Miss E. Boyer Brown.

Presented by J. Russell, Esq.:—*The Kindergarten System: Its Origin and Development*, translated from the work of A. B. Hanschmann by F. Franks.

Presented by Messrs. Geo. Bell & Sons:—*Graduated Arithmetic*, by Pendlebury and Beard, 7 parts; *Gase's Dictionary of the French and English Languages*.

Presented by Messrs. A. & C. Black:—*Geography of North America*, by L. W. Lyde; *The Conquest of Italy, and the Struggle with Carthage*, by E. G. Wilkinson.

Presented by Messrs. Blackie & Son:—*Shakespeare's Coriolanus*, edited by E. K. Chambers; *Manual of French Prose Construction*, by J. G. Anderson; *Elementary Physics, First Year's Course*, by J. G. Kerr.

Presented by Messrs. T. B. Browne:—*Press Directory for 1897*.

Presented by the *Gymnast and Athletic Review*:—*Hints to Gymnasts*.

Presented by Messrs. Hachette & Co.:—*Public School German Grammar*, by A. L. Meissner; *The First German Book*, by Rev. A. L. Becker; *Commercial Correspondence, French and English*, by Ragon and Korts; *Remi et ses Amis*, par H. Malot, edited by J. M. Rey; *First French Book*, revised edition by H. Bué; *La Poudre aux Yeux*, par Labiche et Martin (Théâtre Français); *Florian's Fables*, Books I., II., and III., edited by H. Attwell, A. P. Huguenet, and E. B. le François; *Passages from Standard Authors for Translation into Modern Languages*, edited by E. L. Milner-Barry and W. Rippman; *Exercises in French Composition*, by J. Lazare and F. Minaggio; *Cicero, Pro Lege Manilia*, edited by Rev. K. Harvey.

Presented by Messrs. Longmans, Green, & Co.:—*History of England*, by Powell and Tout, Part II.

Presented by Messrs. Macmillan & Co. (Ltd.):—*English Grammar, Past and Present*, by J. C. Nesfield.

Presented by Messrs. Swan Sonnenschein & Co. (Ltd.):—*Herbart's Application of Psychology to the Science of Education*, translated by B. C. Mullinger.

Presented by the University Correspondence College Press:—*The Tutorial Chemistry, Part II., Metals*, by G. H. Bailey, edited by Wm. Briggs; *General Elementary Science*, edited by Wm. Briggs; *Xenophon, Anabasis, Book IV.*, edited by W. H. Balgarnie; *Ovid, Metamorphoses, Book XIII.*, edited and translation by J. H. Haydon; *The Preceptors French Course*, by E. Weekley.

Presented by Messrs. Williams & Norgate:—*German Lyrical and other Poems*, with isometrical translations, by A. Campbell Galletly; *Everyday French (Phrases, Proverbs, Idioms)*, by E. Th. True; *German Declensions*, by A. J. Ulrich, revised by J. W. F. Forbes.

JOTTINGS.

SOAMES PHONETIC TRUST.—By the will of the late Miss Laura Soames, a small sum of money was left in trust for the purpose of spreading among English teachers a knowledge of phonetics. The trustees have now decided on spending part of this fund in appointing a lecturer for four months to visit educational centres in England and Wales, with a view to interest teachers in the application of phonetics to the study of modern languages, and to the correction of faults in English pronunciation, and also in Miss Soames' phonetic method of teaching young children to read. Their choice has fallen on Miss Mary Brebner, M.A. London (Classics and Modern Languages). Miss Brebner has enjoyed exceptional opportunities of appreciating the importance of phonetic teaching, having last year, as travelling scholar of the Gilchrist Trust, frequently seen it applied with marked success in German schools.

SOME time ago the Letters and Journals of William Cory, the author of "Ionica," were printed at the Oxford University Press for private circulation. Mr. Froude is now about to publish some of the results of Cory's experience as a schoolmaster, recorded in a MS. journal, dated 1862, and described as "Hints for Eton Masters," although the little book has a much wider scope than this title would imply.

THE post of Principal of Aberdare Hall, Cardiff, becomes vacant at the end of the present term, owing to the appointment of Miss Ethel Hurlbatt as Principal of Bedford College, London. Miss Hurlbatt was from 1888 to 1892 a student of Somerville College, Oxford, where she took a second class in the final Honour School of Modern History in 1891, and remained a further year to pursue the study of history. She was appointed Principal of Aberdare Hall, Cardiff, in 1892, under the presidency of the late Lady Aberdare. During her tenure of office the number of students has risen from seventeen to forty, and new buildings have been erected and in occupation since 1895. Miss Hurlbatt has been closely identified with educational movements in Wales. She has been a governor of Howell's School, Llandaff, and has served on the committee of the Training School of Cookery and Domestic Arts, Cardiff, and is well known as a speaker on educational subjects in South Wales. She has usually spent the Long Vacation calendering charters at the Bodleian Library, Oxford.

COLONEL LOCKWOOD, representing the aims of the Headmasters' Association, put in an earnest plea for the proper organization of secondary education; and Lord Kimberley did the same in the Lords. Otherwise the subject was severely left alone in the debate on the Queen's speech.

THE association for the development of more friendly relations between the United Kingdom and France, known as "L'Entente Cordiale," is about to provide itself with new headquarters, which may be taken as a sign of growth. The Franco-Scottish Society, which has similar aims, issues a very encouraging report. There is an allied society in Paris, and it seems that very friendly relations have been established between the Universities in the two countries.

IT has been settled that the Dean Vaughan Memorial at Harrow is to take the form of a reredos and a medallion in the Harrow School chapel, at an estimated cost of £1,500. For the general memorial, to take the form of a London church, £10,000 is asked, of which £4,000 has been already promised.

WE might safely offer a £50 prize for the clear analysis of the following sentence, taken from the Parliamentary report of the *Westminster Gazette*:—"The Earl of Kimberley and Lord Herschell suggested that when schemes were opposed they should be referred to a Select Committee, a course which Lord Salisbury does not disapprove of, and was probably delighted at the suggestion coming from Lord Kimberley, as likely to appease the Duke of Devonshire—whose entire yielding to the Premier was the event of the night—who is known to have grave qualms of conscience as to the views of other Ministers in safeguarding Church interests in the English Secondary Education Act."

EIGHTEEN undergraduates out of ninety were found at Durham to vote in favour of the admission of women students to the University Union. The admission of women to the University itself has not pleased the male student.

THE long-promised and long-delayed life of Mr. Thring, by Mr. Parkin, may be expected in the course of this month. It is in two large octavo volumes. Sir Joshua Fitch will contribute the article on Edward Thring to the "Dictionary of National Biography."

AN interesting election has just been made at Oriel College to its Fraser Scholarship, founded by Mrs. Fraser in memory of her late husband, the Bishop of Manchester, himself a sometime Fellow of Oriel. The object of the foundation is to enable the scholar to pursue some special branch of post-graduate study. Mr. George Unwin, B.A., the elected scholar, is a native of Stockport, educated up till thirteen years of age in an elementary school, and then for the next seven years a clerk in a hat warehouse. From the warehouse he won a scholarship at University College, Cardiff, and thence passed to Oxford as Scholar of Lincoln, whence he graduated last summer with first-class honours in the School of *Literæ Humaniores*. His coming to Oxford was due largely to his desire to qualify himself for University Extension work, and, after a successful trial at the recent Summer Meeting, Mr. Unwin was appointed by the Oxford Delegates to a junior lectureship in ancient history and philosophy. His ambition is to attract the attention of working men—more particularly in the North of England—to these subjects.

THE following question and answer in the House of Commons is of interest:—Mr. M'Laren asked the Vice-President when the House will be placed in possession of the Government proposals as to secondary education, and whether he will defer making any further orders under pending inquiries, on the application of public bodies to be constituted authorities for the purpose of secondary education, until those proposals have been laid before Parliament. Sir John Gorst: "I am not at present able to state when the Government proposals as to secondary education will be laid before Parliament. As I stated yesterday, no public bodies have made application to the Department to be constituted authorities for secondary education, for the Department has no power to do anything of the kind, and the local authorities for technical education have already been constituted by Parliament. No orders of the kind suggested in the question have been, or will be made; but the Committee of Council have no intention of deferring the operation of Clause VII. of the 'Directory,' which they regard as essential to the better administration of the Science and Art grants."

THE Humanitarian League is carrying on its campaign against "blood sports" with considerable vigour. Witness the following which the Secretary has sent us:—"With the commencement of the Lent school-time, Dr. Warre's 'infants,' who have to be so tenderly protected from the wicked habit of betting, have again returned to the manly pastime of 'breaking up' hares. 'On January 22,' says the *Eton College Chronicle*, 'the Eton College Hounds began their season by meeting at Upton Church.' Whether a benediction was here pronounced by the Rev. Dr. Hornby, Provost, assisted by the Rev. Dr. Warre, Headmaster, is not stated; but from this consecrated ground the sport was auspiciously commenced. On January 29 'we killed her in the open,' after a run of forty-five minutes. On February 1, 'our hare ran very fast up to Burnham village. . . . After a long cast, we were just going to give it up, when hounds spoke to her in the garden of Burnham Priory, and, running up the garden, she jumped up in the middle of the pack, and ran down the park into the gardens the other side of the road, where we were obliged to whip off, as it was quite dark. This was very hard luck, as with a little more light we must have killed. Time, 1 hour 30 minutes.' Is it not about time that Dr. Warre also 'whipped off' his young barbarians from this blackguardly amusement? Or, failing this, that the Committee of the Windsor and Eton Branch of the Royal Society for the Prevention of Cruelty to Animals whipped off from their members' list the names of the Rev. Dr. Warre and the Rev. Dr. Hornby? Meanwhile, we shall continue to draw the attention of the public and the press to this gross scandal."

IT may not be generally known, but it is a significant fact, that the Royal Geographical Society has been paying three-fourths of the stipend of the Lecturer in Geography at Cambridge University, and has promised to continue the grant (£150) for a further period of five years.

No less than eight thousand copies of the Summary Report of the Joint Committee for the Training of Teachers have been distributed. It is probable that there will be a further demand.

THE Joint Agency for Men Teachers will probably open early in May. The appointment to the post of Registrar will be made immediately.

AN important principle, of interest to others than teachers, is treated in "The Economy in High Wages for Teachers," by John Davidson, in the February American *Educational Review*. Other leading articles in that number are: "Functions of the State touching Education," by Andrew S. Draper; "Religious Instruction in American Schools," by Levi Seely; "Student Life at Jena," by Stuart H. Rowe; "The Public School and Community Life," by James K. Paulding; "Ameri-

can Graduate Schools," by Hjalmar Edgren; and "History in the German Gymnasias," by Lucy M. Salmon.

MISS A. B. CLARK, B.A. Lond., assistant-mistress in the Kensington High School for Girls (G.P.D.S.C.), has been appointed Headmistress of the Hulme Grammar School for Girls, Oldham.

CALENDAR FOR MARCH.

[Items for this Calendar should be sent in before the 24th of the month.]

- 2.—Sanitary Institute, 92 Margaret Street, W., 8 p.m. Lecture on "Disorders of Speech due to Developmental Derangement and their Treatment," by M. Friedeberger, Ph.D.
- 4.—Datchelor School, Camberwell, 8 p.m. Lecture on "A Country Walk," by the Rev. Theodore Wood. (Teachers' Guild.)
Gordon Hall, Gordon Square, 7.45 p.m. Shakespeare Reading, "The Merchant of Venice," arranged by Miss S. Burstall, B.A. (Teachers' Guild.)
- 7.—Penbridge Square, at 4.30 p.m. Parents' National Education Union. Lecture on "Art in Education," by Cosmo Monkhouse.
(Sesame Club.) Lecture, with Musical Illustrations, on Schumann's Songs, by Miss Wakefield.
Carpenters' Hall, 8 p.m. Lecture on "Wood Carving, its Design and Practice" (with illustrations), by L. F. Day, Esq. (Free.)
- 8.—Passmore Edwards Settlement, Tavistock Place, 8 p.m. Lecture on "Wordsworth," by F. W. H. Myers, Esq., M.A., H.M.I. (Teachers' Guild.)
University College, Gower Street, 7.30 p.m. Inter-Collegiate Debate on "Trades Unionism." Professor Augustine Birrell in the chair.
- 11.—University College, 8.30 p.m. Lecture in French on "Deux Oubliés: L. Gozlan—F. Soulié," by Professor H. Lallemand, B. ès L., B. ès Sc. (Free.)
Queen's College, Acton, W., 7.30 p.m. Lecture by the Rev. W. C. Stewart, M.A., LL.B., on "John Locke." (Teachers' Guild.)
- 14.—At 29 Dover Street (Sesame Club). Lecture, with Lantern Illustrations, on "Style in Art," by Mr. Holroyd, Director of the Tate Gallery.
- 15.—Streatham Hill High School, 8 p.m. Lecture on "Certain Manners and Customs of the Aboriginal Indians of North America," by the Rev. J. O. Bevan, M.A. (Teachers' Guild.)
Post Translations for Competition.
- 16.—Sanitary Institute, 72 Margaret Street, W., 8 p.m. Lecture on "The Prevention of Deafness in Children," by Wm. Hill, M.D.
University College, Gower Street, 7.30 p.m. Old Students' Annual Dinner. Professor S. Ringer, F.R.S., in the chair.
- 21.—City of London School, 8 p.m. Lecture on "Typical Curricula of Secondary Schools for Boys," by M. E. Sadler, Esq., M.A. (Teachers' Guild.)
At 29 Dover Street (Sesame Club). Lecture on "Proportional Representation," illustrated by a Mock Election, by Sir John Lubbock.
- 22.—Church of England High School for Girls, Graham Street, 8 p.m. Lecture on "The Parthenon," with Lantern Illustrations, by Miss Hutchinson. (Teachers' Guild.)
35 Bryanston Square, 4.30, Parents' National Education Union. Lecture on "The Signs of Overpressure," by Dr. Schorstein.
Post all School News, &c., and all Advertisements for March issue.
- 25.—University College, 8.30 p.m. Lecture in French on "La Comtesse de Martel (Gyp)," by Professor Lallemand. (Free.)
- 26.—(First Post.) Latest time for receiving urgent Teachers' Advertisements (prepaid) for March.
- 28.—At 29 Dover Street (Sesame Club). Lecture on "Telegraphy without Wires," by Mr. Preece, Electrician to the Post Office.
- 30.—Sanitary Institute, 8 p.m. Lecture on "Experience of the Practical Results of Observation of Children in School," by Miss A. S. Byett.
- 31.—74 Gower Street, W.C., 8 p.m. Discussion on "A Teaching University for London," Opener, T. Gregory Foster, Ph.D.

The April issue will be ready on Thursday, March 31.

PUBLICATIONS RECEIVED.

- D. APPLETON & Co. (New York).—Bibliography of Education. By Will S. Munroe. A.B.
EDWARD ARNOLD.—A First Year's Course of Experimental Work in Chemistry. By Ernest H. Cook, D.Sc. Price 1s. 6d.—Church and Realm in Stuart Times: a Course of Ten Lectures by the Rev. C. Arthur Lane. Price 3s. 6d. net.
FROM THE AUTHOR.—Tickell's Rules for French Pronunciation.

- GEORGE BELL & SONS.—History of the City of Rome in the Middle Ages. By Ferdinand Gregorovius. Translated from the Fourth German Edition by Annie Hamilton. Vol. V. Parts I. and II. Price 9s. net.—Bookkeeping by Double Entry. By J. T. Medhurst, A.K.C., F.S.S. Price 2s.—The Cathedral Church of Exeter: A Description of its Fabric, and a Brief History of the Episcopal See. By Percy Adleshaw, B.A. Price 1s. 6d.—The Lay of the Nibelungs, Metrically Translated from the Old German Text by Alice Horton. Edited by Edward Bell, M.A., to which is prefixed the Essay on the Nibelung Lied, by Thomas Carlyle. Price 5s.—Elementary Botany. By Percy Groom, M.A., F.L.S., with 275 Illustrations. Price 3s. 6d.—The Cathedral Church of Lichfield: a Description of its Fabric, and a brief History of the Episcopal See. By A. B. Clifton, with 39 Illustrations. Price 1s. 6d.—The Cathedral Church of Winchester: a Description of its Fabric, and a brief History of the Episcopal See. By Philip W. Sergeant. Price 1s. 6d.—A Dictionary of the French and English Languages. By F. E. A. Gasc. Price 12s. 6d.
BLACKIE & SON.—The Newton Science Readers. Infant Reader, 8d.; Book I., 10d.; Book II., 1s.—The Palmerston Readers. Book V. Price 1s. 6d.—The Two Duchesses: Georgiana Duchess of Devonshire, Elizabeth Duchess of Devonshire. Edited by Vere Foster. Price 16s.—A Manual of French Prose Construction, with Viva-Voce Exercises, and Passages for Translation into French. By J. G. Anderson, B.A. Price 5s.—The Tragedy of Coriolanus. Edited by Edmund K. Chambers. Price 1s. 6d.—Elementary Physics: Practical and Theoretical; First Year's Course. By John G. Kerr, M.A. Price 1s. 6d.
WILLIAM BLACKWOOD & SONS.—Ancient Classics for English Readers: Ovid, by the Rev. Alfred Church, M.A.; Livy, by the Rev. Lucas Collins, M.A.
CAMBRIDGE UNIVERSITY PRESS.—Earle's Microcosmography. Edited, with Introduction and Notes, by Alfred S. West, M.A. Price 3s.—Gaius Iulii Caesaris de Bello Gallico, Liber II. The War with the Belgæ. Edited, with Notes and Vocabulary for Beginners, by E. S. Shuckburgh, M.A. Price 1s. 6d.—La Fortune de D'Artagnan: An Episode from Le Vicomte de Bragelonne, by Alexandre Dumas. Edited, with Introduction and Notes, by Arthur R. Ropes, M.A. Price 2s. Remi et ses Amis: A Selection from Sans Famille, by Hector Malot. Edited, with Introduction, Notes, and Vocabulary, by Margaret de G. Verrall. Price 2s.—The Fairy Tales of Master Perrault. Edited, with Notes and Vocabulary, by Walter Rippmann, M.A. Price 1s. 6d.—Minna von Barnhelm, oder Das Soldatenglück, ein Lustspiel in Fünf Aufzügen. Von G. E. Lessing. Edited, with Introduction and Notes, by H. J. Wolstenholme, M.A. Price 3s.—Eight Stories from Andersen. Edited, with Notes and Vocabulary, by Walter Rippmann, M.A. Price 2s. 6d.—A Selection from Lamb's Tales from Shakespeare. Edited, with Introduction, Notes, and an Appendix of Extracts from Shakespeare, by J. H. Flather, M.A. Price 1s. 6d.—The Medea of Euripides. Edited, with Introduction and Notes, by Clinton E. S. Headlam, M.A. Price 2s. 6d.—The Merchant of Venice. Edited, with Introduction, Notes, Glossary, and Index, by A. W. Verity, M.A. Price 1s. 6d.—Cornelius Nepos. Edited, with Notes and Vocabulary for Beginners, by E. S. Shuckburgh, M.A. Price 1s. 6d.
CASSILL & Co.—The World's Lumber Room: a Gossip about some of its Contents. By Selina Gaye. With fifty-seven Illustrations. Eighth Thousand. Price 1s. 6d.—Cassell's Classical Readers for School and Home. Vols. I. and II.
W. & R. CHAMBERS.—Stories for Standard I. By E. Snowdon. Price 8d.—Lamb's Tales from Shakespeare. Part IV. Price 2d.—Chambers's Alternative Geography Readers. Standard IV. Price 1s. 4d.—A Fairy Grandmother; or, Madge Ridd, a Little London Waif. By L. E. Tiddeman. The Pilgrim's Progress. By John Bunyan. With Index and Prefatory Memoir, by the Rev. John Brown, D.D. With Illustrations, by J. D. Watson.—Chambers's Algebra for Schools. By William Thomson, M.A., B.Sc., F.R.S.E. Price 4s. 6d.
CHAPMAN & HALL.—The Building of the Empire. The Story of England's Growth from Elizabeth to Victoria. By Alfred Thomas Story. Two Volumes.
COLUMBIA UNIVERSITY.—Columbia University Bulletin.
ARCHIBALD CONSTABLE & Co.—Debatable Claims: Essays on Secondary Education. By John Charles Tarver. Price 6s.
J. CURRY & SONS.—The Junior Song Book. With Accompaniments arranged by Percy Jackson.
DAUBARN & WARD.—Glass Blowing and Working. With Coloured Frontispiece and Numerous Illustrations. By Thomas Bolas, F.C.S., F.I.C. Price 2s. net.
GARDNER, DARTON, & Co.—Our Gift to the Queen, 1897. Price 6d.
WILLIAM HEINEMANN.—The Story of the Greeks. By H. A. Guerber. With Illustrations and Maps. Price 3s. 6d.
ABEL HEYWOOD & SON.—Bookkeeping: Single and Double Entry. By J. E. L'Estrange. Price 2s.
HODDER & STOUGHTON.—Bell's Reader's Shakespeare: The Comedies. Condensed, Connected, and Emphasized for School, College, Parlor, and Platform. By David Charles Bell. Price 3s. 6d.
ISMISTER & Co.—The Essentials of Gearing. By Gardner C. Anthony, A.M. Price 6s.—Machine Drawing. By Gardner C. Anthony, A.M. Price 6s.—German Selections for Sight Translation. Compiled by Georgiana F. Mondan. Price 9d.—Volkmann's Kleine Geschichten. With Notes and Vocabulary for Beginners in German. By Dr. Wilhelm Bernhard. Price 1s.—Prolegomena to In Memoriam. By Thomas Davidson. With Index to the Poem. Price 1s. 6d.—First Spanish Readings. Selected and edited, with Notes and Vocabulary, by John E. Matzke, Ph.D. Price 3s. 6d.—Baumbach's Die Nonna. With English Notes, and a German-English Vocabulary by Dr. William Bernhardt.—La Triade Française: De Musset, Lamartine, Victor Hugo. Petit Recueil de Poésies, par Louise Both-Hendriksen.—Drei Kleine Lustspiele. Edited, with an Introduction and Notes, by Benj. W. Wells, Ph.D. Price 1s. 3d.—De Quincey's Flight of a Tartar Tribe. With Introduction and Notes by George Armstrong Wauchope, M.A., Ph.D. Price 1s.—Burke's Speech on Conciliation with America, 1775. With Introduction and Notes, by A. J. George, A.M. Price 1s.—Faust. Part II. Edited by Calvin Thomas. Price 6s.—Carlyle's Essay on Burns. Edited, with Introduction and Notes, by Andrew J. George, M.A. Price 1s.—The Ancient Mariner. By Samuel Taylor Coleridge. Edited, with Introduction and Notes, by Andrew J. George, M.A. Price 1s.
KNOWLEDGE OFFICE.—Knowledge, Vol. XX. January to December, 1897.
LONGMANS, GREEN, & Co.—Psalms of the West. Third Edition, Revised. Price 1s. 6d.—An Elementary Course of Practical Organic Chemistry. By F. C. Garrett, M.Sc., and Arthur Harden, M.Sc. Price 2s.—A Public School Reciter. By Bertha M. Skeat, Ph.D. Price 2s. 6d.—Parables for School and Home. By Wendell P. Garrison. With twenty-one woodcuts by Gustav Kruehl. Price 5s.—Exercises on Gradation. By H. K. Heatley, M.A.; and Rev. A. Sloman, M.A. Price 1s. 6d.—The Works of Horace. Rendered into English Prose, with Life, Introduction and Notes, by William Coultis, M.A. Price 5s. net.—Progress in Women's Education in the British Empire. Being the Report of the Education Section, Victoria Era Exhibition, 1897. Edited by the Countess of Warwick. Price 6s.—History of England, for the Use of Middle Forms in Schools. By F. York Powell, M.A., and T. F. Tout, M.A. Part II. From the Accession of Henry VIII. to the Revolution of 1789. Price 2s. 6d.
MACMILLAN & Co.—Ratzel's History of Mankind. Part 23. Price 1s. net.—Ordinary Differential Equations: An Elementary Text-Book. With an Introduction to Lie's Theory of the Group of one Parameter. By James Morris

Page. Price 6s. 6d.—Euclid's Elements of Geometry, Books I. and II. Edited for the use of Schools by Charles Smith, M.A., and Sophie Bryant, D.Sc. Price 1s. 6d.—The Poetics of Aristotle. Edited, with Critical Notes and Translation, by S. H. Butcher. Second Edition, Revised. Price 4s. 6d.—Nature Study in Elementary Schools: A Manual for Teachers. By Mrs. Lucy Langdon Williams Wilson, Ph.D. With a Preface by Francis W. Parker. Price 3s. 6d.—Allegories. By Frederic W. Farrar. With Twenty-five Illustrations by Amelia Bauerle. Price 6s.—Complete Perspective Course. By J. Humphrey Spanton. Price 8s.—An Introduction to Modern Business Methods: A Reference Book for Business Men and a Text-Book for Commercial Students. The Home Trade. By Fredk. Hooper and James Graham. Price 2s. 6d.—The Psychological Review: Problems in the Psychology of Reading. By J. O. Quantz, Ph.D. Principles of English Grammar, for the Use of Schools. By G. R. Carpenter. Price 4s. 6d.—The Works of Geoffrey Chaucer. (Globe Edition). Price 3s. 6d.—On Laboratory Arts. By Richard Threlfall, M.A. Price 6s.—A History of the Indian Mutiny, and of the Disturbances which accompanied it among the Civil Population. By T. Rice Holmes. Fifth edition, Revised and Enlarged. With five Maps and six Plans. Price 12s. 6d.—The History of Greece from its Commencement to the Close of the Independence of the Greek Nation. By Adolph Holm. Translated from the German by Frederick Clarke. Vol. IV. Price 7s. 6d.—The Social Mind and Education. By George Edgar Vincent.—The Holy Bible, containing the New and Old Testaments. To which is prefixed an Introduction by J. W. Mackail. Vol. V. (Isaiah to Lamentations). Price 5s.—Biblical Quotations in Old English Prose Writers. Edited by Albert S. Cook. Price 17s.—Marcus Aurelius Antoninus to Himself: an English Translation, with Introductory Study on Stoicism and the last of the Stoics. By Gerald H. Rendall, M.A., Litt.D. Price 6s.—The American Historical Review. A Text Book of Zoology. By T. Jeffery Parker, D.Sc., F.R.S., and William A. Haswell, M.A., D.Sc., F.R.S. In two Volumes, with Illustrations. Price 36s. THE MACMILLAN COMPANY.—The Psychological Review for January.

METHUEN & Co.—Workhouses and Pauperism, and Women's Work in the Administration of the Poor Law. By Louisa Twining. Price 2s. 6d.—Passages for Unseen Translation, Selected from Latin and Greek Literature. By A. M. Cook, M.A., and E. C. Marchant, M.A. Price 3s. 6d.—Religion and Conscience in Ancient Egypt. Lectures delivered at University College, London. By W. M. Flinders Petrie, D.C.L. Price 2s. 6d.

JOHN MURRAY.—Law and Politics in the Middle Ages. With a Synoptic Table of Sources. By Edward Jenks, M.A. Price 12s.

THOMAS NELSON & SONS.—Ernest R. Balfour: a Sketch. By R. J. Mackenzie, M.A., and the Rev. C. G. Lang, M.A.

OXFORD UNIVERSITY PRESS.—Geometry for Beginners. An Easy Introduction to Geometry for Young Learners. By George M. Minchin, M.A., F.R.S. Price 1s. 6d.

SIR ISAAC PITMAN & SONS.—Pitman's Manual of Business Training. Parts 4, 5, 7. Price 1½d. each.

ROYAL HOLLOWAY COLLEGE.—The Royal Holloway College Calendar, 1897-8.

SMITH, ELDER, & Co.—A Simple Grammar of English now in Use. By John Earle, M.A. Price 6s.

EDWARD STANFORD.—The London Technical Education Gazette. Price 2d.

SUNDAY SCHOOL UNION.—Stories of Balloon Adventure. By Frank Mundell. Price 1s. 6d.—Heroines of History. By Frank Mundell. Price 1s. 6d.

SWAN SONNENSCHNIG & Co.—Practical Ethics: A Collection of Addresses and Essays. By Henry Sidgwick. Price 4s. 6d.—International Journal of Ethics. Price 2s. 6d.—Alien Immigrants to England. By W. Cunningham, D.D. With Three Maps and seven Illustrations. Price 4s. 6d.—The Application of Psychology to the Science of Education, by Johann Friedrich Herbart. Translated and Edited, with Notes and an Introduction to the Study of Herbart, by Beatrice C. Mulliner, B.A. With a Preface by Dorothea Beale. Price 4s. 6d.

JAMES THIN.—Primary Instruction in Relation to Education. Addressed to Teachers in Training. By S. S. Laurie, A.M., LL.D. Fifth Edition.

UNIVERSITY CORRESPONDENCE COLLEGE PRESS.—The Tutorial Chemistry. Part II. Metals. By G. H. Bailey, D.Sc., Ph.D. Edited by William Briggs, M.A., F.C.S., F.R.A.S. Price 3s. 6d.—Xenophon: Anabasis, Book IV. Edited by W. H. Balgarnie, M.A. Price 3s. 6d.—The Preceptors' French Course. By Ernest Weekley, M.A. Price 2s. 6d.

T. FISHER UNWIN.—A Literary History of India. By R. W. Frazer, LL.B. Price 16s.

EDWIN VAUGHAN & Co.—The Wrath of Achilles; or, The Story of the Iliad. Retold by Lillian Goadby. Price 3s. 6d.

MARCUS WARD & Co.—Aunt Charlotte's Stories of English History for the Little Ones. By Charlotte M. Yonge. New and Revised Edition. Price 1s.

WARD, LOCK, & Co.—The Opium-Eater, and Essays by Thomas De Quincey. With an Introduction by Richard Le Gallienne. Price 2s. 6d.

WILLIAMS & NORGATE.—French Catalogue.

REVIEWS AND MINOR NOTICES.

Progress in Women's Education in the British Empire. Being the Report of the Education Section, Victorian Era Exhibition, 1897. Edited by the COUNTESS OF WARWICK. (Longmans.)

This book mainly consists of a collection of papers delivered by the writers at the Congress and Conferences held in connexion with the Victorian Era Exhibition, such papers being by far its most valuable part. The preface is most disconnected. The introduction, by Dr. Kimmins, essays to thread together the very various elements which compose the book; so various are they that the conscientious reviewer's task is far from an easy one. We agree with Dr. Kimmins that it would have been "nothing short of a calamity if the valuable papers read at the different meetings had been lost to the literature of so important a subject." At the same time, one cannot help wondering why the book should be entitled "Progress in Women's Education." The second, a very large section, embracing pages 85 to 237, inclusive, treats of such subjects as the care of the sight, training of women in dairy work, indexing—a profession for women, Irish flower farms, and women as factory inspectors. How-

ever, it must be admitted that to find a befitting title would be a much harder task than to cavil at the one that has been adopted.

Several of the monographs are of real excellence; amongst them are noteworthy "The Work of the London School Board," by the Rev. A. W. Jephson, setting forth the number of its teachers and pupils, the sums expended by the Board, its various activities, and even the weight of its pens, pencils, and copy-books in the store-rooms. It may interest the casual reader to note that at the Queen's accession 44 per cent. of the population were illiterate, whereas we have now only 7 per cent.

Mrs. Barnett and Miss Lidgett's articles on "Pauper Children" are quite worth reading, melancholy as many of their facts are. Sir Douglas Galton, quoting Dr. Francis Warner, who examined more than a hundred thousand children, states that we may calculate on having from 3 to 5 per cent. of our children defective, with 16 per mille requiring special care. His remarks preface an excellent paper by Mrs. Burgwin, Superintendent of London Schools for Defective Children. "The Medical Training of Women in England" was noticed by the *Journal* in its report of the Congress held last summer (August number), as well as the progress of medical women in India. Miss Ellaby, on "Care of the Sight," has a good deal to say worthy the attention of teachers.

There are, perhaps, no more interesting, lucid, and concise papers in the whole volume than those by Miss Cecil Gradwell on the "Training of Women in Business"; "The Education of Women in Business," by Miss Janet Hogarth; and "Indexing—a Profession for Women," by Miss Nancy Bailey. Miss Hogarth sensibly points out how women workers readily yield to overpressure, whereas boys, wise for once, decline to be spurred. The fatigue which ensues in the case of the former causes women's work to be less equal, and the natural deduction is for women not to permit themselves to be rushed. One may here call to mind an excellent proverb: "Faisons feu qui dure." Miss Hogarth tilts at present-day handwriting in girls' high schools; but, for our own part, we doubt whether it is worse than their mothers' and grandmothers'. It is astonishing how dull Miss Anderson has contrived to be in so interesting a subject as "Women as Factory and Sanitary Inspectors." The recent report of the Chief Inspector of Factories and Workshops, to which Miss Anderson has contributed a quota, is light reading by comparison. The reasons why women were appointed as inspectors should have been summarized, and, unless the etiquette of the Department forbids it, illustrations of the nature of the work, and, above all, of the great weapon of the employers—passive resistance—would have made her contribution more readable.

The papers on "Education of Women in New South Wales," by Sir Wm. Windeyer; "Education in New Zealand," by the Hon. W. P. Reeves; "Education in South Africa," by Mr. Russell; "Female Education in India," by Professor Gokhale, Sir Wm. Wedderburn, and Mr. H. M. Birdwood, have all been worth preserving.

Brief as are the articles on the University Extension Movement, the names of Miss J. D. Montgomery, Rev. Hudson Shaw, Dr. Roberts, Mr. M. E. Sadler, Dr. Lawrence, and Mr. Mackinder are sufficient guarantee that the movement was well represented.

Miss Montgomery notes that the nineteenth century has been distinguished by a Renaissance, one with more serious recognition of the responsibilities of life than that of the sixteenth century, and links University Extension with the wider movement. The brief criticism of our primary-school system and remarks on an uneducated democracy by the Rev. Hudson Shaw; Dr. Lawrence's statement that we have not yet convinced the people of this country of the need of education; Mr. Mackinder's warning against teaching that knowledge resides in books and not in men—these and many other thoughtful sayings are recorded.

"Periods of European History."—*Europe in the Sixteenth Century, 1494-1598.* By A. H. JOHNSON, M.A., Historical Lecturer to Merton, Trinity, and University Colleges, Oxford. Period IV. (Rivingtons.)

The sixteenth century was pre-eminently a period of change, political, constitutional, and religious—a time during which the ideas of mediæval Europe passed away, and the foundations of a new order were laid. It saw the rise of the idea of nationality

as a principle of union ; it was full of aggressive wars consequent on the new conception of national life, and directed by monarchs as the representatives of nations towards the attainment of purely selfish ends ; it was marked by wars of religion and by the disruption of Western Christendom. To have represented the "history of this period adequately, to have noted the constantly shifting combinations of its diplomacy and the progress and fortunes of its wars, without losing sight of the underlying causes and tendencies of events, or of the influence exercised upon them by individual character," is no small achievement ; all this has, we think, been done in this volume, so far as was possible in the number of pages allowed by the editor of the series. Mr. Johnson's narrative is clear and accurate, and his grasp of the history of his period wonderfully strong and comprehensive. His arrangement, too, is good, and that is a great matter in a book that has to follow so many threads. As he announces in his Preface, he has contracted the sphere of his work by leaving out all mention of the history of Northern and Eastern Europe, and of the domestic affairs of England, so that his book scarcely corresponds to its title, for it does not attempt more than the history of the greater Continental Powers of the West. On this matter his decision is wise ; it has enabled him to treat his period coherently, and to devote sufficient space to his subject to allow of fairly complete and interesting work. Throughout his volume we meet with many suggestive remarks, many signs of mature thought and insight into the significance of events, and many well-considered appreciations of character and motive.

Speaking, for example, of the policy of Julius II., he notes how far it surpassed that of Alexander VI. ; for Alexander simply aimed at the aggrandizement of his own family, whereas Julius won territories for his See, yet, in order to do this he was forced to sacrifice the second object that he set before himself, by calling in foreign Powers to interfere in the affairs of Italy. The discussion of the various attempts to reform the constitution of the Empire in the reign of Maximilian is made intelligible and interesting by a preliminary statement of the conflict of interests in Germany. The Electors desired a more effective judicial system and greater control over the central power, while the Emperor, though not hostile to reforms, determined to accept only those that tended to increase his authority and give him freedom of action, and so would enable him to forward the interests of his house.

Among the many thoughtful, and we may almost say brilliant, appreciations of men and their work that Mr. Johnson gives us, we may call attention to his remarks on Erasmus, Luther, Maurice of Saxony, and William the Silent. Of Luther's revolt from the Roman Church he says that, while "he too lightly cast away the traditions of the Church, and too confidently believed in the possibility of finding all that was necessary to salvation and for the organization of the Church in the Bible alone," while his doctrines have been exaggerated and have led to evil, while the immediate results of the Reformation were not wholly satisfactory, and while his revolt has broken unity and brought a sword upon earth, yet we must remember that Rome has to account for much of all this. Rome drove him to revolt, for, while it could be lenient to unorthodoxy on such fundamental questions as the immortality of the soul, it refused to listen to criticisms of its system of indulgences. Here and there it is possible to find some slip or error in printing. Atilla (page 24) is, of course, a slip, repeated in the Index, for Atella (Aversa). We do not know what Mr. Johnson means when, in his narrative of the conflict between the Spaniards and French on the Garigliano, he says (page 47) that the French "drew back to the town of Garigliano." Is there, or was there ever, such a town? Reference to Guicciardini (Istoria, Lib. VI.) shows that, after the French were repulsed in their attempt to cross the bridge they had erected, they remained stationary in their encampment round the *torre di Garigliano*, facing the Spaniards on the opposite bank of the river, until the battle of December 28, 1503, not 1504, as in the marginal contents, an obvious misprint. We cannot, however, say the same about the date assigned to the death of the Duke of Parma, which Mr. Johnson puts in December of the year after the Duke raised the siege of Rouen. The Duke died December 3 of the same year, viz., 1592, at Arras, from the effects of a wound received at the siege of Caudbec. We must, too, remind Mr. Johnson that to write of a combat *à l'outrance* is a barbarism. These, however, are small matters in comparison

with the general excellence of his work. At the end of the volume are some maps : one of them, of Germany in 1549, deserves special notice.

The Two Duchesses. Edited by VERE FOSTER. (Blackie.)

We could wish that history were always presented to us in the form of human documents such as are contained in this delightful book. But, since the very force and interest of such documents arise from the fact that they were personal communications between beings linked together by community of sentiment and affection, not cold statements of facts compiled for the general public, and that what narration of events they contain was written, red-hot as it were, from personal experience, such presentations are rare, and due, as a rule, to chance discovery, as we are told is the case with this work.

Of the two Duchesses who give a name to the collection of letters, one, Georgiana, known as "the beautiful Duchess of Devonshire," appears only as the author of sundry poems of graceful sentiment, scattered throughout the volume ; in occasional allusions ; and, after her death, in the touching tribute of her heart-broken friend. The chief figure in the book, and the one in whom all the interest centres, is the intimate friend and companion of Georgiana—Lady Elizabeth Foster, afterwards second Duchess of Devonshire, the brilliant and charming "Bess," of whom Gibbon said that, "if she chose to beckon the Lord Chancellor from his woollack in full sight of the world, he could not resist obedience." Her letters to her son Augustus, who was in the diplomatic service abroad, and his to her, form the bulk of the volume.

They are interesting from a threefold point of view. They give a charming picture of good comradeship and affectionate sympathy existing between mother and son, in an age which we are accustomed to regard as characterized by the stiffness and formality of periwigs and minuets. "I tell you all the nonsense in the world," says the son on one occasion, "because I always have and always shall consider you as my sister." And, indeed, the correspondence is throughout far more like that between a devoted brother and sister than mother and son. They are interesting to the historian as teeming with first-hand anecdotes of the times, and as throwing a brilliant, though fitful, light on the events and figures of a stirring and exciting period. And they are deeply interesting to the student of human nature as a study of a charming, large-hearted woman, full of enthusiasm, patriotism, and wide sympathies.

A generous enthusiasm is the soul of the letters, and the element, indeed, which gives them to us now, after nearly a hundred years, as fresh and vigorous and full of life as if the ink were but just dry. One of the letters to her son on the subject of enthusiasm might well serve for a homily in the present day, when the tendency to hide the fire under a cloak of reserved decorum bids fair to quench it altogether. After bidding her son cultivate the muses by way of encouraging the enthusiasm "which I think so necessary to your happiness in every situation," she goes on :

Enthusiasm is, in fact, what, well-directed, leads to the attainment of every virtue, and enables the possessor of it to walk out of the common track of common characters, who rest satisfied with doing what is required of them, but never are equal to that most generous, most rare of all qualities, *l'oubli de soi-même*. It also leads to a great indulgence for others, and a great severity to one's self. In short, enthusiasm appears to me (perhaps you will say I am pleading my own cause) the vivifying heat that must bring forth the seed of all that is good in our natures, and lead to the imitation of all we see good in others.

Her enthusiasm had, as her son says in one of his letters, "a fair and well-shaped channel," both in the times she lived in and in the position she occupied. Connected by birth or friendship with most of the leading spirits of the day, her lines lay, so to speak, near the beating heart of the nation, and her enthusiasm found vent in identifying herself passionately with its interests. She flushed with pride at its victories, paled at its losses, and felt sick at the mere thought of dishonour or disgrace. At the time when most of the letters were written (the latter years of the last, and beginning of this, century), the game that was being played by the nations of Europe was a thrilling one, and her whole soul was bound up in the excitement of watching it. She followed the moves with the intensity of one whose deepest

feelings were concerned. But her enthusiasm did not limit itself to politics. Art, literature, and, above all, her friends were alike capable of drawing it out to that *l'oubli de soi-même* which she advocates with such eloquence.

The book is enriched by a set of interesting and well-executed heliogravures—portraits of those who figure in its pages.

"The Ethical Library."—*The Teaching of Morality in the Family and the School.* By SOPHIE BRYANT, D.Sc. (Crown 8vo, pp. vii., 146; price 3s. Sonnenschein.)

Mrs. Bryant has given us another agreeable book. But it is something more than agreeable: it contains much sound advice on a matter of grave importance—advice founded on considerable experience and much thoughtfulness. Mrs. Bryant's bent is, as a rule, to remain amongst general propositions and general principles, so that sometimes it is a little difficult to realize what precisely one should do in actual practice. But here she comes to much closer quarters with her problem, and is more definite in stating what may be done; she emerges, so to speak, from the outer ether, and enters the earth's atmosphere. Her problem is: Can morality be taught; and, if so, then in what ways and by what means? This, of course, gives rise to the prior question as to what moral education in general means. So she begins with this, and makes it the subject of an excellent introductory chapter—one of the best in the book. Briefly, moral education may be taken to consist in leading the growing mind to think and feel its way towards an ideal of life with which it can, in all the fullness of its powers, be satisfied; while one of the first essentials of morality is the steady recognition by a man of himself as an individual who ought to live according to some system of conduct which binds him equally with all his fellows. The child should be helped to bring all his active impulses under the control of ideas—to think about conduct, to have his own ideas of conduct, and in the long run to act from them—indeed, to do so frequently from the first, for self-activity is an essential factor in the production of moral character; and to treat all other people's ideas with respect, and some with reverence, and to be ready to try his own ideas by the touchstone of the common-sense surrounding him. And finally we may expect the child to recognise the existence of a moral law limiting the exercise of his activity, and to accept the conditions thus imposed with perfect readiness. We are not endeavouring to reproduce the introduction, but merely to give some notion of its contents.

The insistence on ideas just referred to leads us to consider the movements of intelligence and instinct in the formation of a moral ideal. The first two chapters are devoted to these, and, in the former, we are given an excellent account of the parts played by the formation of mental pictures and actual thinking respectively in the processes under consideration. Had we space, we would gladly quote from these chapters, for it is here that we begin to get to close quarters. In particular, we should like to call attention to the convincing clearness with which, here and later on, we are shown the danger of trusting solely to the imagination pure and simple, unattended by any real thinking concerning that which the imagination calls up. And we may add that the story related of "the little drummer boy" is itself a case in point, for, without some careful thought, the real character of his act, owing to the atmosphere of sentiment in which it is involved, is very likely to be misconceived.

We pass on to a chapter on "Principles of Teaching," and enter the school, if not the schoolroom. The advice we get is simple and direct, and, to a large extent, practical. But we need not linger here. Every one will know that so experienced and thoughtful a teacher as Mrs. Bryant is sure to omit none of the essential points, and to treat them all effectively. This is the case; while the chapter also, to a certain extent, draws more definitely together what has been said in the two preceding ones. Lastly, we come to the subject-matter of moral instruction—treated in two chapters under the heads of "Virtuous Character" and "Social Membership" respectively. Here and there in these chapters statements or phrases are a little vague, as, for instance, "stories from the Old Testament." What stories? They vary considerably in character. And perhaps the moral element in Celtic romances is a little magnified; while the stories of the Saxons or those of the southern Teutons are not even mentioned. But, after reading the book, we are in no mood for fault-finding. All will agree with the concluding

statement of the last chapter:—"The end proposed in moral education is to train up not only persons who respect themselves and feel with their neighbours, but citizens who honour the social order and accept the responsibility of making it all that it ought to be." That much, very much, of this aim can be realized in the home and in the school by direct instruction and guidance she has conclusively proved, and, in doing so, has given us a book not only very useful but also very interesting.

"Heroes of the Nations."—*The Cid Campeador.* By H. BUTLER CLARKE, M.A., Fereday Fellow of St. John's College, Oxford, &c. With Illustrations. (London and New York: G. P. Putnam's Sons.)

No more romantic personage has been chosen by any nation as its special hero than the Cid Campeador, Ruy Diaz de Bivar, the hero of the Spanish people, though it must be confessed that when the light of history pierces through the mist with which legend and song have surrounded his name some of his glory disappears. His story is told with much spirit by Mr. Clarke, who knows Spain well, and has evidently studied one part at least of its history with great care. While he records the mighty deeds that have made the name of the Cid so famous, he does not fail to point out that, while he was valiant, wise, and magnificent, he was also greedy, cruel, and false. The achievements of the Cid belong to the latter half of the eleventh century; his figure is dimly seen about 1060, in the wars of Don Fernando, King of Leon and Castille; he first appears in authentic history as the leader of the army of Fernando's son, Don Sancho, who succeeded to part of his father's dominions as King of Castille, and he died in 1099. Although union among themselves was of the first importance to the Christian princes of the North in their struggle with the Saracens, they wasted their strength in making war upon one another, and during Sancho's reign the Cid was more often employed in fighting against Christians than against infidels, for Sancho overthrew his two brothers, who inherited kingdoms from their father, and was assassinated while endeavouring to wrest Zamora from his sister. His death left the Cid in an awkward position, for he had been foremost in destroying the power of Alfonso, who succeeded his brother Sancho in Castille. Nevertheless, he was too rich and powerful to be crushed by a new king, and was employed by Alfonso both against Christians and Saracens. Yet it is probable that they distrusted one another all the time, and after a while Alfonso banished the Cid on the pretext that he had made war on the Saracens without his orders. It was on his banishment that the Cid played the shabby trick on the Jews of Burgos that is commemorated by the chest still to be seen in the cathedral there. This chest, we are told, is not a genuine relic. We confess to having beheld it with unsuspicious eyes, and regret the destruction of our belief in it.

The Cid's banishment was, Mr. Clarke points out, a disastrous event for the Christian cause. While Alfonso was warring successfully against the Saracens of the South, the Cid was living in the service of the Saracen prince of Saragossa. Driven almost to despair by the victories of the King, the Saracens called the Almoravides from Africa to help them, and Alfonso was totally defeated at Zalaco. The common danger led to a reconciliation between the King and the Cid, and then again they quarrelled, and again the Cid was outlawed, and gathered an army together and began to win a dominion for himself. At last, after another reconciliation and another quarrel with Alfonso, he conquered Valencia and ruled over the city and the country round as an independent prince and in Oriental magnificence. He is said to have died of rage at the news of a defeat of his army, which he could no longer lead in person against the Almoravides. Such is the bare outline of the Cid's career, which has been made the subject of a crowd of stories, some probably more or less historical, others quite legendary. Mr. Clarke has based his work on both Spanish and Arabic authorities, and acknowledges his indebtedness to Professor Dozy's valuable books on Spanish history; he notes as far as is possible what is certainly or probably true, and what seems to be mere romance, in the story that he has to tell, though the critical spirit in which he writes does not detract from the interest of his narrative; and he has given us a vivid picture of the political condition of Spain during an important period of its history. The illustrations taken from drawings by Don Santiago Arcos are a pleasing feature of the volume.

A History of the Indian Mutiny. By T. RICE HOLMES. Fifth edition. (Macmillan.)

Mr. Holmes' account of the Indian Mutiny has long been favourably known. The present edition appears slightly enlarged and completely revised by aid of the proof-sheets of the two latest authoritative accounts—Lord Roberts' reminiscences and Colonel Vibart's important contribution to the Delhi episode. Setting apart Kayes and Malleson's work as appealing more to military students, we are confirmed in our impression of Mr. Holmes' as the best popular history of a struggle in depicting which the professional soldier is at this disadvantage, that its victories seem as often as not won by sheer audacity, in defiance of all rules. The story is one which could hardly be made tame by the dullest pen; but our author needs no such apology. Not encumbering himself too much by military details, he gives a clear account of what happened in as orderly a sequence as allowed by the confused interlapping of the events. If we have any exception to make, it is in the episode of Havelock's struggle through Lucknow, where a too hurried summary fails to illustrate the dramatic force of that rather futile feat of arms. Here, however, as at other thrilling points, Mr. Holmes' narrative does not want in spirit, while his judiciousness is shown in the discussion of such vexed questions as the slow caution of Sir Colin Campbell, the divided counsels before Delhi, and the conduct of Major Hodson. The extent to which the whole story is one of picturesque individuality justifies his giving some thirty pages of text and appendix to the mingled character of Hodson, who on one side has been held up as a type of the Christian soldier, and from another point of view figures as the villain of at least two well-known novels, after being, according to some, the original of East in "Tom Brown." He was brother of a notable schoolmaster, head successively of the Edinburgh Academy and of Bradfield College; and the present writer can testify that his pupils who got a holiday for the Delhi princes affair had then no doubt as to the glory of that exploit. This is a book that should be in every school library, even though, like other historians, its author does not notice the part played by the boys of the Martinière College at the Lucknow Residency.

Reviews and Essays in English Literature. By the Rev. DUNCAN C. TOVEY. (G. Bell.)

Though we should hardly go so far as to pronounce these essays permanent contributions to English literature, yet they have more than an ephemeral interest, and were well worth recovering from the oblivious pool of the *Guardian*. The caveat that that journal is in no way responsible for the opinions of the author seems to us an unnecessary precaution. Mr. Tovey is careful to moralize his literary criticisms, and we fail to detect even a suspicion of heresy. The only possible exception to this blameless orthodoxy is the first article in the book, on the teaching of English literature, which, by reason, perhaps, of natural depravity, we like the best. In it Mr. Tovey undoubtedly allows himself to speak evil of dignities: he casts doubt on the methods of the Cambridge Local Examinations, and arraigns the authorized editions of Mr. Verity and Dr. Aldis Wright. We are not prepared to break a lance in their defence, but we will venture to remark that when the author leaves his proper sphere of criticism, and points out a more excellent way, he is hoist with his own petar. He would have us teach English literature by the historical method. It is not desirable for boys to read "The Tale of a Tub" or "The Vision of Piers Ploughman"; but it behoves them to know all about the respective writers that they will find in manuals of literature. The new cram that such a method would encourage would be worse than the old. It may be barbarous to subject the reader of Scott to Phillpotts's torturing wheel, or to plague the young Wordsworthian with the derivation of "landscape" and "down"; but, in spite of Grimm and Skeat, the "Lay" and the "Excursion" are read. Let us by all means banish philology and grammar, or at least keep them separate from literature; but let us beware of substituting a reading about books. All such second-hand knowledge is, in its very nature, flat, stale, and unprofitable.

At the other essays we can only take a hurried glance. Mr. Tovey has a keen eye for the salient points in a writer, and he makes his own points clearly and forcibly. Thus the Ossian question is sifted with the acuteness and shrewdness of a

practised lawyer. As we have said, Mr. Tovey is stronger in negative than positive criticism. The weak sides of Coventry Patmore and of Matthew Arnold are ruthlessly exposed—the irrational Toryism of the former, the unphilosophical aloofness of the latter.

The Age of Milton. By the Rev. J. HOWARD B. MASTERMAN, M.A., with an Introduction by J. BASS MULLINGER, M.A. (7×4½ in., pp. xxi.; 254, price 3s. 6d. George Bell & Sons.)

This is one of the "Handbooks of English Literature," published under the general editorship of Professor Hales. It was to have been written by Mr. Mullinger; but, pressure of other work preventing this, such material as had been collected and prepared was handed over to Mr. Masterman, who used to be a lecturer at St. John's College, Cambridge. Personally we are by nature unfitted to enjoy histories of literature, even when written on a fairly large scale as in the present case. But there can be no doubt that Mr. Masterman has done his work carefully and with scholarly judgment and knowledge. Naturally, Milton himself is given the lion's share of attention, and the three chapters on him and his works are interesting; but we cannot but think it rather superfluous to tell the story of "Comus," unless some particular idea or view was to be brought out by the process. The chapter on Thomas Fuller, though certainly well written, seems to us to occupy more space than a due sense of proportion required. To some extent the same may be said with regard to Sir Thomas Browne; but both the subject and Mr. Masterman's treatment of it are so charming that we cannot find it in our heart to wish the space curtailed. Another good chapter—and perhaps the hardest to keep within bounds—is that on the "Caroline Lyrical Poets." The selection of poets and poems and the critical and expository judgments expressed are both excellently done. We are given a chronological summary and a good index; the former of which, however, might very well have been somewhat fuller. One thing we certainly have to be thankful for; and that is that we are almost entirely spared what most histories of literature inflict upon us—long lists of names with descriptive epigrams attached to each. There is a little of it in the chapter on "Dramatic Poets," but hardly any of it elsewhere. Altogether the book is decidedly a satisfactory book of its kind.

Introduction to Philosophy: a Handbook for Students of Psychology, Logic, Ethics, Aesthetics, and General Philosophy. By OSWALD KÜLPE; translated by W. B. PILLSBURY and E. B. TITCHENER. (7½×4¾ in., pp. x., 256; price 6s. Sonnenschein.)

Mr. Külpe is Professor of Philosophy and Aesthetics in the University of Würzburg; Mr. Pillsbury is Instructor in Psychology, and Mr. Titchener Sage Professor of Psychology, in the Cornell University. The book, therefore, comes to us with considerable guarantee as to its soundness and probable utility—a view which is speedily confirmed by even a hasty perusal of its pages. It is, as its author hoped it would be found to be, a good elementary guide to philosophy past and present, mainly, but not exclusively, from a German point of view. English philosophy is given courteous but rather scant attention; and French philosophy is in much the same predicament. There is another drawback which the translators have endeavoured in a measure to modify—the lists of books for the student given at the ends of the various sections consist almost entirely of German books, very few of which have as yet been translated. These are not likely to be of use to those who need a translation of Professor Külpe's book itself. Beyond this, however, and the fact that the subject-matter is necessarily rather closely packed, we have nothing but praise for the book. The translation is very carefully done, and the cross-references as plentiful as they should be. Students of philosophy are sure to find this "Introduction," with its abundant historical citation and literary reference, decidedly useful.

The Story of Lancashire. (7×5 in., pp. 256; price 1s. 6d. Edward Arnold.)

This little volume is evidently intended to be used as a reading book; and there are only two faults we have to find with it. First, the title-page is undated; and, second, the chapters are cut up into short unnumbered paragraphs, which considerably detracts from the pleasure of reading it. Otherwise the story is well and simply told, and the book is well printed in clear bold type, and well illustrated. Children—especially children in the great duchy—will find plenty in it to instruct them. The idea of the series, which already includes Yorkshire, Wales, and Scotland, seems to us a good one. But possibly Wales and Scotland will not like to be treated as the equivalents of English counties.

Psychology: an Introductory Manual for the use of Students. By F. RYLAND, M.A. Seventh edition, revised and largely re-written. (7 x 4½ in., pp. xi., 291; price 4s. 6d. Bell & Sons.)

This capital little book is no doubt well known, or should be well known, to most of our readers. It was, we believe, originally intended for those who are preparing themselves for the examinations of the University of London and elsewhere, and the list of questions at the end shows that it is still so intended. That it has been found well fitted for its purpose the fact that after seventeen years it is already in its seventh edition amply proves. Nor would any one who has read the book be surprised at this. It treats its subject succinctly and clearly, and, without aiming at anything distinctly original, it is careful to give all the more important results of recent inquiries in their proper places and with their proper significance. *Volition* might, perhaps, have received a somewhat fuller treatment; but, taking the book as a whole, it is really wonderful how much it contains for its size, without producing any sense of crowding. Beginners will certainly find this manual very much to their purpose.

"The University Tutorial Series."—*A Manual of Ethics.* By JOHN S. MACKENZIE, M.A. Third edition, revised, enlarged, and, in part, re-written. (6¼ x 5 in., pp. xix., 456; price 6s. 6d. W. B. Clive.)

It is now close upon five years since we noticed, at some length, the first edition of this manual. It has since then been considerably increased in size, in some respects re-arranged, and, in part, re-written. The references to metaphysics have been made a good deal more definite; in fact, Professor Mackenzie tell us that it has been his aim to conduct the student gradually inwards from the psychological outworks to the metaphysical foundation of his subject. The metaphysical point of view which he has adopted—or, rather, continued to adopt—is that of the school of idealism, *i.e.*, the school founded by Kant, and developed by Hegel, Green, and others—which, to some, may be a stumbling-stone. It is a mistake, by the way, to continue to speak of Dewey's "Outlines of a Critical Theory of Ethics" and Muirhead's "Elements of Ethics" as books very recently published. They must be at least six years old. There can be no doubt that the manual has been considerably improved in many ways, and that without in any way spoiling the charm of manner in which it was first written. Most of the alterations occur in the early part of the book, and a great deal of new material has been added, on the development of the moral life and the moral judgment. Instead of the last two chapters, on the relation of art to ethics and of ethics to religion, we are now given one on ethics and metaphysics, the references to art being almost entirely omitted. Personally we regret the omission; but probably Professor Mackenzie has acted on good advice. We note, too, that the table of contents has been very much abridged, which seems a pity. We think we have now indicated all the most noticeable changes in the book. We cannot, of course, go again into a discussion of its subject-matter and method of treatment, but will content ourselves with saying that, for its size and readableness, we do not know of a better manual of ethics, especially for those who do not desire to go deeply into metaphysics.

Practical Ethics. By Professor H. SIDGWICK. Price 4s. 6d. (Sonnenschein.)

The volume consists of addresses delivered before the London and Cambridge Ethical Societies (of which the Knightsbridge Professor of Moral Philosophy *pars magna fuit*), and essays which serve as practical illustrations of the method and spirit in which the President would wish to see moral questions treated by members of these societies. The work of an ethical society is well summed up in the first address:—"The region in which we are to move I conceive as philosophically a middle region, the place of intermediate ethical generalization, which we are content to conceive in a rough and approximate way, avoiding fundamental controversies as far as we can; while, from a religious point of view, it is a secular but not therefore irreligious region, in which we pursue mundane ends, but yet not in a worldly spirit." In other words, a common ground may be found, on which necessitarians and free-willists, utilitarians and idealists, agnostics and religionists, may meet and profitably discuss the moral problems that face us in our every-day life, and hope to arrive on some general agreement concerning the *axiomata media* of conduct. In this work the teacher has a special interest. In his daily business he has to face and decide points of morality—most of them, it is true, such as Bishop Butler's "plain honest man" will determine rightly, but not a few on which professional authorities differ widely, and which are clearly cases for the casuist. Thanks to Herbart, it is now generally acknowledged that the science of education must derive from ethics no less than from psychology, and Bain's dichotomy is generally discredited. Such problems are only indirectly touched upon in the present volume, but in "The Ethics of Religious Conformity," "Clerical Veracity," and "The Pursuit of Culture," the teacher will find help and guidance. In the first pair of essays Dr. Sidgwick runs a tilt against what, by a euphemism, has been called the economy of truth. The protest comes with double force from a Liberal who himself sympathizes with the views he reprobates in clerics, and from a utilitarian who holds that in certain cases dissimulation, and even simulation, are allowable. We would also call attention

to the essay on "Public Morality." Mr. Morley's Romanes lecture on Macchiavelli provoked a whole crop of articles on this moot point of ethics, but neither Mr. Morley himself nor any one of his critics seems to us to have gone so near to the root of the problem or suggested such sound rules of action as Dr. Sidgwick.

(1) *Contributions towards a Bibliography of the Higher Education of Women.* Compiled by a Committee of the Association of Collegiate Alumnae; edited by Mary H. Rollins. (Boston: The Trustees of the Public Library.) (2) *Handbook of Courses open to Women in British, Continental, and Canadian Universities.* Compiled for the Graduate Club of Bryn Mawr Coll., U.S.A., by ISABEL MADDISON, B.Sc., London. (New York: The Macmillan Company.)

These two handbooks, both published in America, deserve a word of commendation, if for nothing more than the considerable amount of labour their compilation has entailed. The Bibliography, as the name implies, has brought together the names of authors of books, articles in periodical literature, papers, addresses, and lectures on the higher education of women in America and Great Britain, with an author index at the end. We miss one or two minor names, but, on the whole, the work has been well done, and such names as that of Dorothea Beale, Emily Davies, Mary Gurney, Emily Shirreff, Maria Grey, Millicent C. Fawcett, are carefully chronicled. Even so recent a book as C. S. Bremner's "Education of Girls and Women" is not omitted.

The "Handbook" of Universities open to women is also convenient and useful. It would require a minute knowledge of Universities and their attitude towards women to afford an adequate criticism; the *Journal* reviewer therefore confines his attention to Great Britain. The information chiefly covers the privileges given to women at the different Universities, College fees, lists of University professors and lecturers, and College lecturers, age of admission for students, number of women students, and the prizes and scholarships obtainable by them. One would like to inquire what system has been adopted for the arrangement. To most people who are acquainted with the history of British Universities, Cambridge, Oxford, London suggests itself as a natural order, simply because ancient Universities take precedence, and because London has done so much for women. Miss Maddison proceeds: Cambridge, *Durham* (only opened in 1895), London, and relegates Oxford to a back place. Surely the arrangement is not merely alphabetical. Miss Maddison also gives Dundee College a most prominent place in the Scottish section, but no place at all to similar Colleges in England, such as Mason College, Firth College, Bristol College, and many others. Still, this book is useful. There are interesting details about foreign Universities, and Miss Maddison wisely gives these, even when, as in Germany, Universities are closed to women.

Allegories. By FREDERIC W. FARRAR, Dean of Canterbury. (Longmans.)

An allegory, so the dictionaries tell us, is a prolonged metaphor, a story or representation in which some meaning or moral is conveyed under a totally different aspect. Judged by this canon, these are not allegories, but moral tales. The scene, it is true, is laid in the Purple Island, and the time is a past that never was present, salamanders and other wild fowl are introduced; but the fiction is surface deep, and we are conscious throughout that the writer's first object is to preach and teach; that he is not describing a vision of fairy lands forlorn, of knights and dragons, witches and warlocks, enchanted maidens and errant princes, but representing the temptations and trials of an English youth in the last decade of the nineteenth century. To give a single instance, the first allegory is a variation of the "Tannhäuser" saga, and that Aner, the Prince Fortunatus of the Purple Island, should receive an intimation from the secretaries of his various clubs that he had been expelled at a special meeting of the committee seems to us a wanton disillusionment which brings us back from fairy-land to Piccadilly. But we dare say we are hypercritical, and Bunyan's contemporaries may have likewise objected in his immortal work to the introduction of Bedfordshire tinkers and dissenting parsons. However that may be, Dean Farrar resembles one of his characters, of whom we read: "When Fidelis begins to quote the poets, he pours them upon us in a cataract." We ourselves confess to an old-fashioned liking for an apt quotation, but we may reasonably doubt whether the thirteen grandchildren to whom the book is dedicated will be able to construe the numerous lines from Dante, let alone the Latin, Greek, French, and German. "In deiner eigener Brust" is an obvious misprint, and "He must be Stronger than thee" a case of Homer nodding. As a Sunday story book, we can heartily recommend the volume, but not as allegories in the strict sense of the word.

A Dictionary of the French and English Languages. By F. E. A. GASC. (George Bell.)

We welcome a new and revised edition of Gasc's popular dictionary, first published in its complete form in 1877. We gladly endorse the *réclame* of the preface that it can compare favourably with any existing French and English dictionary, though as a matter of taste we think the remark would come with better grace from the critics than from the author. We welcome none the less this opportunity of testifying that

we have made daily use of the 1895 edition since it was published, and rarely found it fail us. There is still room for improvement, and we offer one or two suggestions for the next edition. Space might be gained by cutting out half of various equivalents given under common words, and this space utilized to add brief examples of their uses. Thus under *faire* we find a bare list of some hundred and fifty meanings: "to draw up; to coin; to build; to raise; to lay" (we give one line as a sample), and under *piquer*: "to bite; to gnaw; to eat; to blow; to cut." This *enumeratio simplex* is almost worthless. The prepositional constructions with verbs and adjectives should be indicated. Among the neologisms added we note *fin de siècle*, but the meanings attached are very wide of the mark—"hackneyed, trite, obsolescent, uncouth." To us it conveys rather the notion of "in the latest fashion, super-refined, the efflorescence of decay."

Aucassin and Nicolette. Edited and translated by F. W. Bourdillon. (Macmillan.)

Mr. Bourdillon has entirely recast his admirable translation, which first appeared in 1877, the same year as Mr. Andrew Lang's. With such a version, the happy mean between the lifeless transcript and the lively paraphrase, and a full glossary, the study of Old French becomes a luxurious pursuit. It is easy, as Mr. Lang has done, "to work up the old writer's materials with an admixture of modern sentiment and poetic phrase into a set of pretty little poems, savouring much of the nineteenth century"; to give at once the letter and the spirit of the thirteenth century is a Rachel courtship, a seven years' labour of love. Mr. Bourdillon has wooed and won.

Williams & Norgate's *French Catalogue* is a pamphlet of a hundred pages, price 3d., in which we advise not only teachers of French but readers of modern French literature to invest. We have ourselves again and again wanted to see at a glance what some favourite author—Cherbuliez, Anatole France, Coppée, Mérimée—has written, and in what form and at what price it may be procured; or again what of Tolstoi, Tourgueneff has been translated into French. To turn to the London Library catalogue with its numerous supplements is a nuisance, and there the price is not given. Here we have our heart's desire.

"Heath's Modern Language Series."—(1) *Volkmann's Kleine Geschichten*. (2) *Baumbach's Die Nonna*. Edited by Dr. W. Bernhardt. (3) *German Selections for Sight Translation*. Compiled by G. F. Mondan. (Isbister & Co.)

Volkmann, better known under his pseudonym "Leander," is a charming writer, and "The Two Watch-hands" and "The Lumber-Room," here chosen, are among his prettiest tales. We have in the same volume Baumbach's "Seven-League Boots," and a legend by Emil Ezil, an Austrian writer new to us. The four tales make an excellent Reader for pupils who have passed the first stage. "Die Nonna," a humorous story, is a stage more advanced, and the text is hardly long enough for a term's work with a higher class. Both books are fully annotated and provided with vocabularies. Herr Bernhardt is not great as a translator of poetry. For—

"And if a girl should ask this
No words to tell I'd need;
Just an embrace, a kiss,
Affectionate and sweet"—

we would suggest—

"And if a maiden fails to grasp
The story, she would scarcely miss
My meaning might I only clasp
Her tight and give her just one kiss."

Miss Mondan has given us forty-nine sight-passages, averaging about twenty lines, chosen mostly from contemporary writers, and in difficulty up to Senior Locals standard. The price is 9d., and teachers who have used up the usual "unseen" books will be glad of substitutes. The selection seems to us judicious.

Der Schwiegersohn. By RUDOLF BAUMBACH. Edited by Dr. WILHELM BERNHARDT. (Isbister.)

A story of German mercantile life of thirty years ago, interesting in itself, and not too difficult. Short explanatory notes are given, and an introduction sets forth the *motif* of Baumbach's story.

(1) *First Year in German*. By I. KELLER. (American Book Company.) (2) *A Second German Course*. By H. BAUMANN. (Blackie.)

The author of the "First Year in German" claims to combine the "natural" method with the purely grammatical method. That is to say, each lesson begins with a piece of continuous prose, and on this oral and written practice are built up, and the accidence is introduced, systematically. The book is quite easy enough for young beginners, and seems to us to be based on a very sound idea. Several supplementary reading pieces are introduced, and the lessons include the whole of the accidence. Mr. Baumann's book is intended to be a continuation to Lechner's "First German Course." The elementary accidence is summarized, and full explanations are given of prepositions, separable verbs, subjunctive mood, &c. The grammar section is continuous.

This is followed by the Reader; while the third section gives retranslation exercises. A vocabulary makes the book complete.

Biblical Quotations in Old English Prose Writers. By ALBERT S. COOK. (Price 17s. net. Macmillan.)

This collection will interest mainly the student of Early English, but the Biblical scholar and all who take any interest in the more subtle problems of literature and language will find their account in it. The text is taken from the best printed editions, and Professor Cook has wisely abstained from emendation, altering only punctuation, capitals, &c., for the sake of uniformity. At the bottom of the page we have the Vulgate or other Latin original. There is a full index of the Biblical passages and one of the principal words. The introduction is described by the author as a pioneer effort to give a sketch of the prose literature from the seventh to the tenth century, and it is certainly far fuller and more adequate than any with which we are acquainted.

"The Children's Study."—(1) *Old Tales from Greece*. By ALICE ZIMMERN. (6¼ × 4 in., pp. xiii., 296. T. Fisher Unwin.) (2) *France*. By MARY C. ROWSELL. (6¼ × 4 in., pp. vii., 362. T. Fisher Unwin.)

These prettily bound and prettily printed little volumes belong to a series of books of which we have already noticed several. Miss Zimmern had more than one serious rival in the field before her. There are Professor C. Witt's "Myths of Hellas" and his "Trojan War" and "Wanderings of Ulysses"; Sir George Cox's "Tales of Ancient Greece"; and Kingsley's "Heroes." But Sir George Cox's versions of the stories, though very pretty and interesting, and in the main very suitable to children, are marred by his constant desire to see nature myths in everything; while Kingsley's tales have almost as much of Kingsley in them as of ancient Greece. Miss Zimmern's only serious rival is Professor Witt. In order to give her book a special character of its own, she has taken each of her tales directly from some Greek author, usually a poet, and has restricted herself to abridgment or, when necessary, omission. So that, she hopes, the children who read her book will not have anything to unlearn when they grow up. But that must, of course, depend upon which Greek versions of the tales she chooses. On the whole we think she has chosen her versions wisely, though here and there a tale or an episode strikes us as somewhat meagre and dry. Whether it would not have been a better plan to collate all the best Greek versions of each tale, and so to produce something less marked by one author's idiosyncrasies, is a question we shall not discuss here. Miss Zimmern has chosen her own lines, and on those lines she has given us a good book. Her selection of tales is satisfactory; and she writes with simplicity and directness. She gives us fewer tales than Sir George Cox, and more than Professor Witt. Whether it is well in a book of this kind to retain the story of Edipus, shorn of the Jocasta episode, rather than to omit the story altogether, we are doubtful; but we are quite sure that it is well to omit Medea's revenge from the story of Jason, and to end with the return of the Argonauts to Iolcus. We heartily recommend this little book to our readers.

Miss Rowsell has given us a small "History of France," which in most respects is satisfactory, though here and there not quite up to date, and here and there somewhat carelessly written. On page 2 we have the startling statement that "the rivers of France are very long, winding and crossing each other in all directions." On page 8 we are told that "the Germans call themselves *Deutschlanders*," which also is disconcerting. But we will not harp upon small blemishes. The book is certainly pleasantly written, and on the whole well informed. But what small children—and it is evidently written for children under twelve years of age—will have time to study the history of France we do not know. We wish the thing were possible even for older children; but it could only be managed, we fear, by omitting something else of greater value.

UNIVERSITIES AND SCHOOLS.

CAMBRIDGE.

The University has this month lost two men of eminence, each of whom had won in no ordinary fashion its affectionate esteem. Dr. W. F. Moulton was in status but an honorary M.A. among us, and so had no voice in the councils of the University; but as "a great scholar, a great saint," in the words of Canon Gore from St. Mary's pulpit; as the colleague and friend of Lightfoot, Westcott, and Hort, among the revisers of the Bible; and, lastly, as the head, and indeed the founder, of the Leys School, he exerted a wide influence among many classes of University men.

Bishop Selwyn, who died at Pau, whither he had recently gone in the hope of recovering from a serious illness, was universally loved and honoured, and did much to make Selwyn a college in more than name. The son of the Bishop of Lichfield who was first Bishop of New Zealand,

an Eton man, a University "stroke" in 1864, and a missionary bishop who had sacrificed his health for his work, he united many claims to honourable regard. But his fine personal character, his perfect "straightness," his hearty interest in all that was manly and Christian, excited a warmer admiration. The loss of his services to the institution over which he presided is of the gravest.

A Cambridge anthropological expedition to Torres Straits and Borneo starts next month. It consists of Dr. Haddon, of Christ's, Dr. McDougall and Dr. Rivers, of St. John's, Dr. Seligmann and Dr. Myers, of Caius, Mr. Wilkin, of King's, and Mr. S. H. Ray, a London schoolmaster famed for his knowledge of the Polynesian languages. The language, ethnology, physiology, psychology, decorative art, and music of the natives will be studied by experts in each branch, and it is reported the phonograph and the cinematograph will be used to obtain records of savage songs and dances. By the aid of grants from the University, and from various scientific societies, the expedition has been handsomely equipped with apparatus, and great results are expected. The department of anthropology founded by Professor MacAlister is only in its vigorous youth, but this important outcome of the interest in the study of mankind it has already stirred up promises well for its future.

Mr. Skeat, Magistrate of Perak, and son of the Professor of Anglo-Saxon, has presented to the University a very fine collection of models, tools, weapons, and other objects illustrative of the native arts and crafts of the Malays and their wild neighbours of Selangor. The native-made models of houses, boats, looms, &c., produced under Mr. Skeat's supervision, are exceptionally beautiful and instructive. No more important addition has ever been made to the Museum of Ethnology.

Dean Charteris, Professor of Biblical Criticism in the University of Edinburgh, and Dr. Muir, the incumbent of Glasgow Cathedral, have been preaching to large University audiences at St. Columba's Presbyterian Church, which is rapidly becoming a rival to the University Church with those who affect good sermons. Canon Gore's late remarkable discourse on the need for immediate reforms of a democratic kind in the Church of England, and his strong recommendation of the polity of the Church of Scotland as a model to be imitated, have stimulated interest in the Scottish outpost that has lately been planted in Cambridge, and is soon to be reinforced by the opening of Westminster College.

The Seeley Memorial Committee report that sufficient funds have not been collected to found a "Seeley Studentship," so that they propose to establish a Seeley Medal for a historical dissertation on some point of international policy, and to invest the balance for the benefit of the library of the History School.

The General Board of Studies, having apparently surveyed the probable candidates for the Professorship of Surgery under existing conditions, and found them wanting, has resolved to suspend the office *sine die*, and to transfer its duties to a new Readership in Surgery, with a stipend of £240 a year. As the General Board includes representatives of every branch of study *except* surgery, and as the function of appraising candidates devolves by the statutes on the electors to the chair, who are thus to be barred from acting, the opinion of the Board scarcely carries so much weight as its omniscience might seem to deserve. But, as its proposal will save the University some £60 a year, we may expect that an impoverished Senate will assent, notwithstanding the violence done to constitutional principles.

The Royal Geographical Society have with great liberality agreed to continue their annual grant of £150 towards the stipend of the Lecturer in Geography for a third period of five years. The success of the experiment they have made in introducing this subject of study justifies the Society in thinking that the University might now take it over without extraneous aid; but the state of the University chest has been pleaded with effect, and the only recognition that can at present be offered is the promotion of the Lecturer to the status of a Reader, at the old stipend. Perhaps in five years' time the financial outlook will be brighter, and meanwhile any patron of geographical science who is looking for a good "object" might do worse than endow the new Readership in perpetuity. Benefactors will please note.

The Roman Catholic institution known as St. Edmund's House, which has taken possession of the premises lately erected by Mr. Ayerst for his pupils, has applied for formal recognition as a public hostel. The house owns its buildings and the adjoining land, and the Duke of Norfolk guarantees it an endowment of £5,000. The Council of the Senate report that it has fulfilled the preliminary conditions as to financial resources, suitability, and discipline; and the grace for recognition will accordingly come on for voting next term. The purpose of the House is to provide a residence and suitable ecclesiastical discipline for students intending to become secular priests in the Church of Rome. They will read for honours degrees, attending the ordinary University and college lectures, their special preparation for the priesthood being undertaken afterwards, and probably elsewhere. Except as to stricter supervision and religious exercises, they will apparently differ little from ordinary students. The parallel with Selwyn College is very close, but it remains to be seen whether the Senate will be influenced by logic or by sentiment. Church of England institutions are one thing, in spite of the Tests Act; but Roman

Catholic institutions, based on the same principle of segregation, are quite another—in the minds of some, at least, of the voters with whom the decision will rest.

The Prince Consort Historical Prize is awarded to Mr. J. H. Clapham, King's; the Naden Divinity Studentship to Mr. R. F. Pearce, St. John's; the Balfour Studentship in Zoology (for another year) to Dr. A. Willey; the Chancellor's Classical Medals to Mr. A. W. Mair, Caius, and Mr. G. C. Armstrong, Trinity; the Craven Scholarship to Mr. E. Harrison; the Browne Scholarship and the Members' English Prize to Mr. A. E. A. W. Smyth; the Baltic Scholarship to Mr. J. Toplis, and the Isaac Newton Studentship in Astronomy to Mr. C. Godfrey, all of Trinity. Archdeacon Wilson, St. John's, has been appointed Hulsean Lecturer; Sir A. C. Mackenzie an Elector to the Chair of Music; Sir W. H. Broadbent an Elector to the Downing Professorship of Medicine; Sir J. Sterling an Elector to the Downing Professorship of Law; Lord Walsingham an Elector to the Chair of Zoology; Sir W. H. White an Elector to the Chair of Mechanism; Professor Schäfer an Elector to the Chair of Physiology; Lord Lister an Elector to the Chair of Surgery; and Mr. W. D. Niven an Elector to the Plumian Professorship of Astronomy. Professor E. V. Arnold, of Bangor, and Mr. S. Schechter, the discoverer of the Hebrew text of Ecclesiasticus, have been approved for the degree of Doctor of Letters. Dr. Routh has been elected a Governor of Dulwich College, and Canon Childe a member of Council of the Ladies' College, Cheltenham. A junior Fellowship at Christ's College has been awarded to Mr. J. Graham Kerr, who has made his name as an intrepid explorer and naturalist in the wild parts of South America.

LONDON.

ONE is struck by the success in some of the recent class-lists of that meritorious but often despised individual the "private student." At the January Matriculation, out of eighteen successful candidates, no fewer than eleven are credited with private study as their only training, and of these John H. Woods is disqualified by age for the second exhibition of £20 for two years, Jas. Strachan is disqualified by age for the first prize of £10, Rd. Pendlebury and Alf. F. Page are similarly debarred from taking the second prize of £5; but Albert M. Smith takes the third prize of £5, while Fras. W. Harvey, Wm. M. Carey, and Geo. E. Crawford are all disqualified by age from taking it. The private student can clearly hold his own with the picked pupils of the best grammar and other schools. The first exhibition, of £30 for two years, was won by Frank Slator, of Burton Grammar School; the second, of £20, by Thos. Beacall, of the Merchant Venturers' Technical College, Bristol, which has distinguished itself more than once of late; the fourth exhibition, of £15 for two years, was gained by Jno. W. E. Sommer, of Rydal Mount, Colwyn Bay. Chas. R. B. Lane, of Plymouth and Mannamend College, took the first prize of £10, and Geo. H. Delf, of Camberwell Grammar School, the second prize, of £5.

The same success of the private student is seen in the Laws lists. At the LL.D. John Davies Williams gained the Gold Medal by "private study" only. It is an open secret that correspondence tuition is invariably thus described by the University, and doubtless in the higher examinations, where only a small percentage of the students' work can be reviewed by that method, there is not much unfairness in the appellation. Leon Bottomley, Wm. H. Hibbert, both private study; J. Montague Newnham, B.A., King's College and private study; and Stephen Miall, B.Sc., private study and tuition, were the other successful candidates at LL.D.

At the Intermediate Examination in Laws, Jos. H. Kemp, private study and King's College, took Second Class Honours, and Edith Temple Orme, private tuition, took Third Class Honours, both in Jurisprudence and Roman Law. At LL.B. Honours in Common Law and Equity, Wm. A. S. San Garde, private study, won the Scholarship; Rob. W. Aske, W. Grey Hart, Ed. C. Robinson, M.A., all by private study; and David T. Oliver, Middle Temple, took a First Class; Wm. H. Owen and Luther H. Pratt, both private study, obtained a Second Class; and Reg. J. Wickham Hurd, private study, and W. Tapper Jured, M.A., Middle Temple and private study, a Third Class in Honours.

I regret to report a great decline in Classical Honours at the late B.A. Examinations: only four candidates entered, of whom one only passed, taking a Third Class—Beatrice Rickwood from Bedford College.

This is terribly poor compared with the 1896 record, when fifteen came up for Honours in Classics, of whom twelve passed, two from private study only, Third Class, and two gained a First and five a Second Class.

Similarly at the B.A. and B.Sc. conjoint examination for Honours in Mathematics, in 1897 two candidates only came up, and both passed, E. R. Darnly, B.Sc., from Trinity College, Cambridge, took the scholarship, and J. E. Boyt, B.Sc., from St. John's College, Cambridge, took a Second Class. This is what the advocates of the "Teaching University" style "branding other people's herrings." In 1896 five candidates took Honours out of seven, Cambridge again

carrying off the scholarship, though a University College man also qualified. Do these figures show any tendency or do they simply mark a year with a chance dearth of good candidates?

Your readers may remember that last July all the fourteen candidates for Honours in Botany at Intermediate Science failed. Looking with interest for the result at B.Sc. Honours, we find again that none of the five candidates are recommended for Honours. Now this would seem a serious matter, therefore let us ask how did our botanists fare in 1896, when the same examiners, Professors Reynolds, Green, and Trail, were in office. The ominous facts are that at B.Sc. out of seven entries one only got a place and that a Second-Class; at Intermediate, the ruthless examiners had a fine field of eighteen starters, of whom one would have taken Honours but did not owing to failure in the pass examination. Thus we note, in 1896, twenty-five entries and one class awarded; in 1897, the entries down (naturally) to nineteen and not a single success! Will any one be bold enough to come up for Honours in Botany in 1898? Where are the moderators?

In Mental and Moral Science at B.A., 4 took Honours out of 6, and Beatrice Edgell gained a First with a view to D.Lit.; in French, 6 out of 8, in English, 18 out of 21 passed; two came up but failed to take a First Class with a view to D.Lit.

In Experimental Physics at B.Sc. 14 took Honours out of 20, and Mr. C. W. C. Barlow took a First for D.Sc. purposes. In Zoology 4 out of 6 succeeded, and a lady from the Edinburgh School of Medicine gained a First with a view to D.Sc.

In Physiology 1, a Cambridge man, passed out of 4. At M.B. 11 took Honours in Medicine out of 46, 12 out of 46 in Obstetric Medicine, and 17 out of 29 in Forensic Medicine.

At the B.A. Pass Examination 154 passed out of a total of 378, as against 184 out of 388 in 1896.

The most formidable subjects, in order, were Mental and Moral Science, Greek, Pure Mathematics, English, and Latin. The greater severity of standard in Greek seems marked; the same applies to English. History shows the opposite tendency, and Mixed Mathematics is now far simpler than of yore. In French and German there are few failures. 136 of the candidates were women, of whom 71 passed, 14 in the First Division.

London University has lost two very distinguished graduates within one week: Dr. Samuel Newth and Dr. William F. Moulton; and their loss to Nonconformity will be, specially in the latter case, almost irreparable.

Dr. Newth was one of London's earliest students; he passed the second Matriculation Examination held, and took Mathematical Honours at B.A. in 1841 from University College, whence Isaac Todhunter followed him the next year. He there had the advantage of Professor De Morgan's training. The M.A. was taken in 1842. Dr. Newth produced the well-known handbook on Natural Philosophy that for so many years was the recognized book for Matriculation, ere these latter days were thought of, when some dozen text books on mechanics pour from the press yearly. Dr. Newth was an assistant-examiner in the University for some time. At New College, London, he eventually became Principal. He was an ardent teacher and delighted in his work so long as his pupils followed him: to the dull or idle he was an object of wholesome awe, but he took the kindest and most sympathetic interest in his students. He was an active member of the New Testament Revision Committee.

Dr. Moulton was a member of one of our most brilliant Nonconformist families. His ripe scholarship and erudition had a wide reputation in the world as well as within the Wesleyan Methodist Church. He matriculated in 1851, took Honours in Mathematics at B.A. in 1854, and in 1856, at the age of twenty-one, gained the gold medal at M.A. for Mathematics and Philosophy. He also carried off the University prizes for Hebrew, Greek, and Christian Evidence. His great knowledge of Biblical Greek enabled him to give valuable assistance in the production of the Revised Version, and he prepared the marginal references of the New Testament. He was the first Principal of the Leys School at Cambridge, a higher-class public school, chiefly intended for Wesleyans, but the unsectarian character of its teaching and its brilliant academic successes attracted members from all the Evangelical Churches.

On February 28 Sir Charles Dilke will ask Mr. Balfour in the Commons whether the new London University Bill will be substantially the same as the last, and whether amendments can be inserted to secure the examination of candidates by independent authorities.

UNIVERSITY COLLEGE, LONDON.

The annual general meeting of the members (Fellows, Governors, and Life Governors) was held on February 23, in the Botanical Theatre. The Right Hon. Lord Reay, G.C.S.I., was re-elected President, Mr. R. B. Haldane, Q.C., M.P., Vice-President, and Mr. J. F. Rotton, M.A., LL.B., Q.C., Treasurer. There were eight vacancies on the Council: six of these were filled by the re-election of Dr. J. Bourne Benson, Mr. H. Lucas, Sir John Williams, Mr. Sydney Webb, and Professor Carey Foster; the two remaining by the election of Sir J. Blundell Maple, Bart., and Professor R. J. Godlee.

The following former students were elected Fellows

—Mr. C. N. G. Filon, B.A., Lecturer in Mathematics in the College, Mr. B. W. Henderson, Tutor of Merton College, Oxford, Mr. E. Denison Ross, Professor of Persian in the College, Miss M. Benson, D.Sc., Mr. D. K. Morris, Ph.D., Mr. H. M. Richards, M.D., B.S., Mr. W. M. Stevens, M.D. Lond., Mr. B. A. Whitelegge, M.D., B.Sc.

The following former students were admitted life governors:—Rt. Hon. W. C. Gully, Q.C., M.P., Sir G. Faudel-Phillips, Bart., Edwin Waterhouse, B.A., F.C.A. The following were also admitted life governors:—the Duke of York, the Duke of Bedford, the Lord Mayor of London, Mr. M. E. Sadler, Professor James Sully, Lady Russell Reynolds, Mrs. Berkeley Hill.

The report of the Council showed that the number of students last session was 1,451, and that the efficiency of the College had been thoroughly maintained, confirmation of that being given by the eminently favourable report on the College by the Treasury Commission.

In addition to the new trust funds named in our last report, the Council has received £1,000 from the Chadwick Trustees for apparatus in the Hygiene and Engineering departments, also a third part of the residuary estate (about £5,000) of the late Sir J. C. Bucknell, Fellow of the College, for the endowment of a medical scholarship. A new Lectureship in Indian Law has been established, to which Mr. Romesh C. Dutt, C.I.E., has been appointed. Professor Charlton Bastian has resigned the Chair of Clinical Medicine and his physiciancy to the Hospital, after thirty years of service.

The Library Catalogue has been completed and printed: a catalogue of accessions for 1897 is in preparation. The Library, which contains the valuable collections of the Barlow Dante, Grant Literary, Quain Law, Fine Art, will thus be made much more useful to all students. The Hospital has received an endowment of £2,000 from a former student, the late Brigade-Surgeon-Lieutenant-Colonel R. C. Chandra; the report also referred to the handsome sum of £1,020, subscribed and collected for the Hospital last session by the students of the College and Hospital and by the nurses. The Council's report called attention to the new athletic ground at Acton, and the generous gift of the plans for the pavilion by Messrs. Roger Smith, also to the successful inauguration of "Foundation Week" last July.

The President, in moving the adoption of the report, pointed out the many signs of healthy vitality in the College, and expressed the hope that the University of London Bill would this session become an Act.

Since our last report, several important functions have been held:—The Union dance on January 31 was a great success; there were about 360 present, including students of all faculties and departments, as well as many members of the professional and assistant staff; the Debating Society has had several good meetings, to which we must add a very convivial smoking concert, at which the powers of members were shown in other ways than that of making speeches; the festival dinner of the Hospital was held on February 2 under the chairmanship of the Duke of Bedford, and subscriptions reaching nearly £3,000 were announced.

The Pavilion has been begun at Acton, all but £100 of the equipment fund having been subscribed. The Secretary of the Union will be glad to receive subscriptions from former students.

The London Inter-Collegiate Debate will this year be held at the College on Tuesday, March 8, at 7.30 p.m., the subject being "That Trades Unionism is a necessary safeguard to the interests of Labour." Professor Augustine Birrell, Q.C., M.P., will take the chair.

The annual dinner of the Old Students' Association will be held at the College, on Wednesday, March 16, at 7.30, Professor S. Ringer in the chair. Tickets from G. A. Aitken, 12 Hornton Street, Kensington.

WALES.

A special meeting of the Central Welsh Intermediate Education Board was held at Llandrindod on Friday, February 18, in the new buildings of the local intermediate schools, under the presidency of Mr. A. C. Humphreys-Owen, M.P. A letter was read from the Charity Commission, stating that they had reported to the Treasury in the case of all the schools inspected that the conditions required for the payment of the grant had been fulfilled. In two schools, however, the examination results had been so poor that a warning was given that unless there was an improvement in the results of the next examination the full grant would not be paid. The managers of the Neath School, who had not complied with the directions in the Glamorganshire scheme for the appointment of assistant masters and mistresses, were also informed that any further breach of these regulations would lead to a reduction in the grant.

The question of modern *versus* ancient languages arose when the draft general regulations of 1898 came under discussion. One of the teachers complained that it was possible for a lad to secure three thousand marks for Latin and Greek, but only fifteen hundred for French and German. Some speakers feared the tendency in the schools was to neglect modern languages in favour of classics. No resolution was adopted, and the matter will probably be dealt with by the Executive.

Much time was taken up in discussing the draft regulations for the certificates which the Board proposes to issue. These were of four kinds: (1) junior certificates, (2) commercial certificates, (3) senior certificates, (4) honours certificates. The opinion was generally expressed that the time was not ripe to decide on the matter, and eventually it was resolved: "That the certificate examinations be not held in 1898, and that the Executive Committee be requested to redraft the regulations; to circulate them among the county governing bodies, headmasters, and headmistresses for their consideration and criticism; and to submit the amended draft for the consideration of the Board at their autumn meeting. It was further decided that the Executive Committee should arrange for conferences of headmasters and headmistresses and members of governing bodies, to discuss the best methods of teaching modern languages. The first conference will take place at Carmarthen. The Chief Inspector's offices were fixed at Cardiff for the next three years. The ordinary half-yearly meeting of the Board will be held at Rhyl in April. During the visit of the members of the Board to Llandrindod they were entertained by the Urban District Council.

SCOTLAND.

Principal Geddes proposes to draw the attention of Aberdeen University Court to the present position of Professor Johnston's case, and to move a resolution in regard to it. If the learned Principal has concocted a means of putting an end to a perfectly ridiculous state of affairs, he deserves well of his country. At a recent meeting of the Students' Representative Council of Aberdeen University, attention was drawn to the movement for cultivating relations with foreign Universities, and a committee was appointed to co-operate with others interested in the matter. A sum of £250 has been presented to Aberdeen University to endow a medal commemorative of Dr. David Rennet, the well-known mathematical coach. The medal will be awarded annually to the student of either sex who, having, in the examination for the degree of M.A. with honours in the department of mathematics and natural philosophy, reached the standard necessary for First Class Honours, has gained the highest marks in the papers devoted solely to problems.

The gown has been made compulsory for art students at King's College, Old Aberdeen. An anonymous well-wisher has promised £10,000 for Aberdeen University Extension Scheme if the Government will give £20,000; £5,000 if the Government will give £10,000. But he makes it a condition that Grey Friars' Church, which stands within the quadrangle, shall be retained, and this condition may be hard to meet, since the original scheme, for which public moneys were given, involved the removal of the church. Of course the Town Council may consent to allow the building to remain. In that case there would be some ground for hoping for the completion of the Extension Scheme, which is, meantime, in a parlous state.

The Senatus Academicus of Edinburgh University has placed on record its sense of the value to the University of the services rendered by Dr. Rowand Anderson during a long period of years as architect of the University New Buildings. The Muir Hall of Residence, which has been erected in George Square, Edinburgh, for the use of women medical students attending the University, was opened with appropriate ceremony by the Duchess of Buccleuch. With Masson Hall, Muir Hall, and Crudelin's House, the women students are fairly well provided for.

The statement has been repeated that Principal Caird is about to retire, and it has been authoritatively contradicted.

Dr. Michael Foster has been appointed Gifford Lecturer at Glasgow in succession to Professor Bruce. We wonder what Lord Gifford would think if he were permitted to hear some of the lectures given under his bequest for the furtherance of investigation into the grounds of religious belief. We question whether he would regard a lecture on the Book of Job delivered on a Sunday as part of a religious service as the kind of lecture he left his money to procure.

Professor Simpson is about to resign the Chair of Forensic Medicine in Glasgow University; the state of his health has prompted him to this step. It is proposed to take advantage of the vacancy to found a separate Chair of Public Health. There is a general feeling that medical jurisprudence is not a subject of the first importance, and that it is a waste of money to give £600 a year for fifty lectures on the subjects dealt with. An Act of Parliament would be required before the proposed change could be carried out, and funds would be necessary to put the Chair of Public Health on a proper basis.

It is significant that the secondary school teachers have begun to press for the training of those destined for secondary school work.

The Education Department has met the complaints about a deficiency of trained teachers by raising the number of students in training by two hundred. This should make a substantial difference, although its effect will not be felt for some little time. The Education Department having taken over the administration of the grants for science and art instruction, Glasgow School Board has agreed to submit the following recommendation to the Department:—" (1) That the Leaving Certificate Examination be extended so as to include those subjects in the syllabus of the Science and Art Department which are necessary to form a combined curriculum of general and

scientific subjects, such as the subjects referred to in the regulations of the Science and Art Department for schools of science. (2) That managers be free to submit curricula suited to the requirements of their districts. (3) That during the first two years of the secondary course teachers be free to take up such elementary science subjects as would prepare for higher classes, in accordance with a syllabus to be submitted by the teacher to the Department at the beginning of the school year. (4) That the results of these elementary classes be judged chiefly by inspection of the school and of the general methods and appliances. (5) That during the last two years of the course the results may be tested by written examinations as at present in the Leaving Certificate and Science and Art Examinations. In schools or departments with a curriculum in which science predominates, the standard of examination in the literary and language subjects other than English should not be beyond that of the Lower Grade Certificate, and in the science subjects not beyond that of the Advanced Stage of the present Science and Art Department Examinations; and (6) That the Government grant for the higher departments of schools organized on these lines should be sufficient to include the ordinary Government grant at present paid, and such an amount as will be sufficient for the encouragement of the science classes—say, from £3 per scholar in the earlier years of the curriculum to £6 in the higher classes."

The Professors of History are doing their best to have their subject recognized as one that should be taught in schools. Professor Prothero, Edinburgh University, is the latest exponent of the value of history as a factor in the education of children; but teachers are not disposed to be convinced. They say that history as it *might* be taught and history as it *must* be taught are very different.

Mr. Carnegie, the perpetual benefactor, has given £10,000, instead of £7,000, for a technical school in Dunfermline.

At a meeting of representatives of the largest Scottish School Boards it was agreed to urge that children should be obliged to attend school till they have passed the sixth standard or have reached thirteen years of age. Some would prefer to retain the children till they are fourteen years of age, and to say nothing about standards. But the educationists are not having it all their own way. Some prominent newspapers object to further compulsion, and call on teachers to make better use of the time during which scholars are under instruction. This is foolish talk. Three years of idling about the streets is sufficient to undo a great deal of what school can do for young people.

The trustees of the William Anderson Trust, Elgin, finding a deficiency of male applicants for their University bursaries, have applied for power to give bursaries to women.

The complaint of the teacher is loud in the land. He complains of small salary, slow promotion, over-pressure, and unsafe tenure. The complaints have attracted the notice of the members of other professions, who relate their hardships, and tell him to be quiet in the face of their misery. But the teachers, not to be daunted, and the assistants in particular, are pressing their claims with unwearied pertinacity.

Lord Balfour's speech in Glasgow did not give complete satisfaction. His assurance that the general position and arrangements of a school devoted to science and art would be tested by the higher inspectors of the ordinary schools was well received; so also was the expression of his desire to foster organized science schools alongside of the ordinary secondary schools. But when he came to speak of the organization of education he was particularly vague. He deplored the lack of co-operation among the different educational authorities, and the consequent waste of money, but he did not suggest how he proposed to meet the situation, by creating one controlling body or more. Some people are particularly anxious to know his mind in this matter.

The Educational Institute has prepared a most damaging criticism of the past operations of the Science and Art Department, and is resolved to leave the Education Department under no misapprehension as to the reforms necessary in the sphere it has just entered.

ASSOCIATION OF TEACHERS IN THE SECONDARY SCHOOLS OF SCOTLAND.

[By a resolution of the Association, at the Annual Meeting on November 23, 1895, the "Journal of Education" was adopted as the medium of communication among members of the Association.]

A meeting of the Aberdeen Branch was held in the Grammar School, for which the local committee had secured the services of Dr. Hugh R. Mill, Librarian to the Royal Geographical Society. Dr. Mill lectured on "Geography in Education." There was a large attendance, about three hundred being present.

The Aberdeen Branch is at present in a very active and healthy state, owing greatly to the continued energy of the secretary. An increase of ten in the membership is intimated. An "at home," which was also highly successful, was held in the Girls' High School, Aberdeen, on February 4.

EDINBURGH AND ST. ANDREWS BRANCH.—A meeting of this branch was held on February 19, at which a paper was read by Professor Hardie, Edinburgh University, on "The Transition from School to

University in England and Scotland." The lecturer said that he was purposely to put forward the best arguments he could in favour of the English Universities of Oxford and Cambridge. He argued in favour of more specialization in Scotch schools than there was. He had found that the ideas in Scotland of the Southern Universities diverged considerably from what was actually the case. He combated the notion that at the Universities of the South more time was given to athletics than to study. In fact, Scotland compared unfavourably in this respect, because there physical training and exercise were mostly taken advantage of by those who did not require it. Also, the English Universities were not nearly so expensive as they were represented to be. He calculated that, leaving out railway expenses, each year need not prove more costly than £120. Professor Hardie also maintained that, although Scottish critics claimed that their Universities were more on democratic lines, they were not so in all respects. The difference of station and wealth were aggravated by the non-collegiate system. In Oxford wealthy and poor students lived on the same landing, to their mutual advantage. After Dr. Marshall, of the Edinburgh High School, and Mr. R. J. Mackenzie, of Edinburgh Academy, had spoken, a hearty vote of thanks was awarded to Professor Hardie. Miss Walker, of St. George's High School for Girls, occupied the chair in the absence of Mr. Oliphant, who was ill.

SCHOOLS.

BANGOR COUNTY SCHOOL.—School Prizes: Margaret Owen (Form IV.), Ceridwen Jones (Form IV.), Gwladys Williams, Blodwen Lloyd (Form III.), Netta Jones and Mamie Ambrose Jones (Form II.), Elsie Irving and Sallie Jones (Form Remove). Mathematical Prize, given by Mrs. Thomas Gee, divided between Margaret Owen and Ceridwen Jones. English Prize given by Mr. Gray: Margaret Owen. General Information Prizes: Marjorie Glynn Williams, Myfanwy Williams, Katie E. Jones, Elsie Pritchard. Holiday Botany Prizes: Margaret Gray (Form IV.), Ethel Webster (Form III.), Nell Owen (Form II.), Hilda Glynn Williams. Certificates for Scholarships renewed for third year and internal scholarships awarded for a year: Margaret Owen, Ceridwen Jones, Katie Jones, Bessie Hughes, Myfanwy Williams, Elizabeth Williams, Kate Hughes, Blanche Gill, Gwladys Williams. On Friday, February 11, the first prize distribution at the Bangor County School for Girls was held in the Hall of the new school-house. There was a large audience of parents and others interested in the school. After a programme of singing and recitation by the girls, Mrs. Thomas Gee, daughter of Mr. Henry Tate, who has always been keenly interested in the progress of the school, presented the prizes. The Ven. Archdeacon Pryce made an appropriate speech to the girls, and Miss Mason, the Headmistress, read her report.

JERSEY LADIES' COLLEGE.—The awards in connexion with the examination of the Société Nationale des Professeurs de Français en Angleterre have just been announced. Of the three pupils who entered from the Jersey Ladies' College in competition for the silver medal given to the best French scholar educated in French-speaking countries, Daisy Wynne Bellis is placed second in the list with prize, and A. G. J. Perkins and H. M. Williams *accessits* with prizes of books.

LADIES' COLLEGE, CHELTENHAM.—The following pupils of the Cheltenham Ladies' College have passed the Matriculation Examination of the University of London:—Class I.: Agnes Campbell, Maud Hunter. Class II.: Louise Goodbody, Hester Kerr, and Edith Hibbert Ware, former pupils.

SHREWSBURY HIGH SCHOOL.—In September, 1897, the school removed to the new building, of which the foundation stone was laid on October 10, 1896, but it was not until Wednesday, January 19, 1898, that H.R.H. the Princess Louise formally declared the building to be open. H.R.H., who was accompanied by the Marquis of Lorne and the Duchess of Westminster, was received at the school by Miss Gavin, Miss Gurney, and Mr. W. Bousfield (the latter two representing the Council). The Princess visited some of the class-rooms and the studio, where she was pleased to command that a set of designs by the pupils should be sent for use in a school of design in which she was interested. Luncheon was then served in the dining-room to the Royal party and the town and county magnates. Meanwhile, the girls took their places in the Hall, and the remaining space was filled by visitors invited to the prize giving. Mr. Bousfield, who presided, spoke of the interest H.R.H. had always shown in the education of women and girls, and specially mentioned the part she had taken as Patroness of the Girl's Public Day School Company, and asked her to declare the school open. The Princess pronounced the building to be open, and wished the school success. H.R.H. then distributed the prizes and certificates gained by the pupils in the previous school year. A vote of thanks to H.R.H. was proposed by Lord Powis, and seconded by the Mayor, the Bishop of Shrewsbury supporting the resolution. The Marquis of Lorne replied on behalf of the Princess, thanking all for the hearty reception accorded to her. Among the honours won by the pupils in 1897 may be mentioned the £50 scholarship awarded by the Shropshire County Council, to be held at a place of higher education, and nine other minor scholarships.

PRIZE COMPETITIONS.

The Translation Prize for February is awarded to "Saxon."

The Extra Prizes for February are awarded to "A.D.R." (select candidates) and "Dewdrop" (open competition).

Afin qu'il ne manquât aucun personnage au théâtre, le maréchal de la Meilleraye, qui jusque-là était demeuré très ferme avec moi à représenter la conséquence du tumulte, prit celui du capitain. Il changea tout d'un coup de ton et de sentiment sur ce que le bonhomme Vennes, lieutenant-colonel des gardes, vint dire à la Reine que les bourgeois menaçaient de forcer les gardes. Comme il était tout pétri de bile et de contretemps, il se mit en colère jusqu'à l'empoiement et même jusqu'à la fureur. Il s'écria qu'il fallait périr plutôt que de souffrir cette insolence, et il pressa qu'on lui permit de prendre les gardes, les officiers de la maison et tous les courtisans qui étaient dans les anti-chambres, en assurant qu'il terrasserait toute la canaille. La Reine donna même avec ardeur dans son sens; mais ce sens ne fut appuyé de personne; et vous verrez par l'événement qu'il n'y en a jamais eu de plus réprouvé. Le Chancelier entra dans le cabinet à ce moment. Il était si faible de son naturel qu'il n'y avait jamais dit, jusqu'à cette occasion, aucune parole de vérité; mais en celle-ci la complaisance céda à la peur. Il parla et il parla selon ce que lui dictait ce qu'il avait vu dans les rues. J'observai que le Cardinal parut fort touché de la liberté d'un homme en qui il n'en avait jamais vu. Mais Senneterre, qui entra presque en même temps, effaça en moins d'un rien ces premières idées, en assurant que la chaleur du peuple commençait à se ralentir, que l'on ne prenait point les armes, et que, avec un peu de patience, tout irait bien.

Il n'y a rien de si dangereux que la flatterie dans les conjonctures où celui que l'on flatte peut avoir peur. L'envie qu'il a de ne la pas prendre fait qu'il croit à tout ce qui l'empêche d'y remédier. Ces avis, qui arrivaient de moment à autre, faisaient perdre inutilement ceux dans lesquels on peut dire que le salut de l'État était enfermé.

By "SAXON."

That no rôle might be lacking in this drama, the Marshal de la Meilleraye, who had hitherto steadily sided with me in representing the importance of the outbreak, now began to play the part of swaggerer. He suddenly changed his tone and his way of thinking when the good-natured Vennes, lieutenant-colonel of the guards, came to tell the Queen that the citizens were threatening to break through the guards. Being a man of choleric disposition and possessed by a very demon of contradiction, his anger at this news amounted to rage and even to fury. He cried out that we must die rather than permit this insolence, and urged that he should be allowed to take command of the guards, the officers of the Household, and all the courtiers who were in the ante-chambers, declaring that he would utterly confound all the rascally mob. The Queen entered even with ardour into his view, but this view was supported by no one else, and you will see by the issue that no idea was ever so greatly to be repudiated. The Chancellor entered the room at that moment. He was of so feeble a nature that he had never before this spoken a word of truth; but at this juncture his fear overcame his complaisance. He spoke, and spoke, moreover, as he was impelled by what he had witnessed in the streets. I noticed that the Cardinal seemed much impressed by this freedom of speech on the part of a man in whom he had never before seen such a thing. But Senneterre, who entered almost at the same time, speedily dispelled these first notions, asserting that the excitement of the people was beginning to cool down, that there was no taking up of arms, and that, with a little patience, all would be well. There is nothing so dangerous as flattery on occasions when he who is flattered has cause for fear. His very desire not to be afraid makes him believe everything which prevents him from obviating the need for fear. These tidings, arriving from one instant to another, were the cause that those moments were lost in inaction in which, one may say, the safety of the State was involved.

We classify the 259 versions received as follows:—

First Class.—Acta non Verba, J.J., Saxon, L.M.M., Field ermine, Innis, Careful Martha, C.P., Fortis et fidelis, Arbor Vale, Preterite, Prospero, Clausa Vallis, Gempy, Vierzigler, Tot, Mazarin, W.S.M.

Second Class.—Eicarg, Zeus, Nicotine, Salopian, Beowulf, Teja, El Macbob, I spy, Ekkehard, Cosette, Leod, Meg, Leigh Side, Marie Louise, Rikki-tikki-tavi, Staffa, Chce, Naow, J., Southern Cross, Nazianzen, Ellis, Thorn, Silly Suffolk, Brook, 100,000, Dr. Maclure, Instar Omnium, Craven, W. Bag, Babbling brook, R.F.F., Diff, M.M., Miranda, Polchasa, Borealis, Cheltenham, Dum, K.J.J., Incubus, Chingleput, Chicken cat, E.H.O., Couleur Verte, Petere, Tetsu, Laura, Fabula sed Vera, Kittifornia, Repivoc, Pia Shooter, Yak, Rugly Grangers, Nectarine, A. Griffin, Etoile, Candlelight, Gentian, S.S. (Grey Silurian), W.H.W., Frondeur, Sirack, Fox, A.F.R.,

Marion St. Elmo, Jeanne, Auntie Mi, Italia, Marsac, Hamlet, Swallowtail, Hebe, Mona, Dode, Pawn, Mars, O Mimosa san, Thural goona, H.M.S., No. 41, Fest und treu, Gretchen, Rheda, R.A.H., Hellené, Ganymede, Yeomanry, Minevia, Orange Free State.

Third Class.—P.T.I.S., J.M.A.L., Two hours, Pick-me-up, Rhys, Dark blue, Gitana, Sea Serpent, Scratch, Solidad, Canterbury, Beta, Apathy, Mick, Haste makes Waste, Quand même, Mrs. Gamp, Lacrimam, Stansted, Sally Brown, Don, Rantendelein, Prig, Bloodstone, Inadversis, Leander, Forward, Volo non valeo, Excelsior, Franzeska Luigi, Lavinia, R.B.S., West Central, Bathampton, R.A.F.T., Tourangeau, Gänseblume, B.T.A., Vlaamsche Meisje, M.W., Mask, Romola, Ragout, S.S., M.L.F.B., Fahrtheit, A.D.V., H.K., Buxton, Nihil, La Marguerite, H.M.S., Wake, Dodo, Fenagh, A.F.H., E.S.P., Mulvaney, Kay, B.S.K., A.A.P., Chemineaux, Piano Organ, Dame Durden, Felicia, Nemo, Toby, Nathan, Arcla, Amleto, Pat, R.L.B., Hatasu, E. M. Walsh, R.A.F.B., Nil Desperandum M.F.D., Du Boccage, Asp, Olden, Aeneas, χρυσῶν χαλκεία.

Fourth Class.—Remlaw, T.S.M., Alcestis, Noblesse oblige, E.B.M., Mahquippa, Garde bien, Miss May, G.M.K., Pumpraint, Aurora, Durham, De Retz, Smollett, Eyeglass, Anglo-Dane, A. W. Forden, Larisum, Thelma, Mayde Marianne, Souris Grise, B.F.A.H., Anon, Ober Ammergau, Intriguée, Lily of the Valley, Marmaduke, W.W., S., It, M.L.O., (2 + ωε), Maisie, Amine, Tuff, Poodle, Conatus, Ballasalla, Pittchen, Shena, Zero, Nonyev, Catchedecam, M.N., L.A.G.S., Ἀλὲν ἀπιστεύειν.

Fifth Class.—Reganam, Novice, I.R.O., T.A.S., Lais, Rompo, Seventeen, Dulcinea, First essay, O la! Camp, Dolores, Visca, Sump, Sweep, Cardinal, Tempe, C.A.B., Eton, Note, V.I.S., Ortheris, E.F.B., Violet.

The best commentary on the passage from Retz's "Mémoires" is supplied by Victor Cousin: "Sa narrative est pleine d'agrément; il excelle dans les portraits: . . . il est unique pour la profonde intelligence des partis et la peinture vivante de l'intérieur de chacun d'eux. Il a de la jeunesse, de la vigueur, de l'éclat, et par-dessus tout une parfaite simplicité, une aisance du plus haut ton. Une seule chose lui a manqué, c'est le soin et l'étude. L'art n'a pas achevé son génie: il est négligé, quelquefois même incorrect."

A représenter—"in urging the gravity of the disturbance"; *la conséquence* was commonly confused with *les conséquences*. *Prît celui du capitain*, "assumed the part of Braggadocio"—mistaken by one in three for *capitaine*. *Il changea*, &c.—"When honest Vennes reported to the Queen . . . his whole tone and attitude suddenly changed." *Le bonhomme* is slightly patronising, but "simpleton" is far too strong a word. *L'int* was confused with *venait de*. *Tout pètri de bile et de contretemps*—"a mass of spleen and contradictoriness," "naturally splenetic and cross-grained." This, as many have seen, must be the meaning of *contretemps*, though it is not recognized by the dictionaries, and Masson, in his notes, renders it "inopportune resolutions," but to say of a man that he is "compounded of inopportune resolutions" is hardly sense. *Donna dans son sens*—"supported his view." *Réprouvé*—"reprobate" or "damnable," a theological word. *Peut avoir peur*—"not 'can be afraid,' but 'is liable to panic.'" *L'envie de*—"His anxiety to save his nerves inclines him to believe anything that will save him from taking active measures"; *la* refers to *peur*, not to *flatterie*, and *y* is loosely used for things in general, the situation. The prize version here leaves much to be desired. *Avis* is a difficult word, including, as it does, both the news and the comments on the news; "reports" may serve. *Ceux dans lesquels* must refer to *moments*, supplied from *de moment à autre*, as *perdre inutilement*, "to waste," could hardly be used either of counsels or of persons. This is a glaring instance of Retz's negligence and occasional incorrectness, noted by Cousin.

A Prize of Two Guineas is offered for the best translation of the following lyric of Heine:—

BABYLONISCHE SORGEN.

Mich ruft der Tod — Ich wollt', o Süsse,
Dass ich dich in einem Wald verliesse,
In einem jener Tannenforsten,
Wo Wölfe heulen, Geier horsten,
Und schrecklich grunzt die wilde Sau,
Des blonden Ehers Ehefrau.

Mich ruft der Tod — Es wär' noch besser,
Müssst' ich auf hohem Seegewässer
Verlassen dich, mein Weib, mein Kind,
Wenn gleich der tolle Nordpolwind
Dort peitscht die Wellen, und aus den Tiefen
Die Ungetüme, die dort schliefen,
Haifisch und Krokodile, kommen
Mit offenem Rachen emporgeschwommen. —
Glaub' mir, mein Kind, mein Weib, Mathilde,
Nicht so gefährlich ist das wilde

Erzürnte Meer und der trotzig Wald,
Als unser jetziger Aufenthalt!
Wie schrecklich auch der Wolf und der Geier,
Haifische und sonstige Meerungeheuer;
Viel grimmere, schlimmere Bestien enthält
Paris, die leuchtende Hauptstadt der Welt,
Das singende, springende, schöne Paris,
Die Hölle der Engel, der Teufel Paradies —
Dass ich dich hier verlassen soll,
Das macht mich verrückt, das macht mich toll!

Mit spöttischen Sumsen mein Bett umschwirm
Die schwarzen Fliegen; auf Nas' und Stirn
Setzen sie sich — fatales Gelichter!
Etwelche haben wie Menschengesichter,
Auch Elefantenrüssel daran,
Wie Gott Ganesa in Hindostan. —
In meinem Hirne rumort es und knackt,
Ich glaube da wird ein Koller gepackt,
Und mein Verstand reist ab — oh wehe! —
Noch früher, als ich selber gehe.

EXTRA PRIZE.

A Prize of One Guinea is offered for the best solution of the following word puzzles:—

The puzzles are selected from the 73 sent in for the last Extra Prize. For the sake of new competitors we repeat the terms of the problem. The numbers stand for the number of letters in the words to be supplied. Each word in the series must contain all the letters of the previous word, and one additional letter—thus: *a, at, tea, cate*.

1. By "DEWDROP."

A pirate 1? well, it 2 a bit strange, now I 3 quiet at home and muse:
For it 4 the life of a 5 that 6 our pirates and their crews,
And some of the 7 things we did would have made your 8 quiver.—
But my purpose just now is the why and the how that I chuck'd that
game for ever!

One day 1 was watching the sun as it set,—it was somewhere near
Athens we lay,—

How 2 3 where it 4 on the windows and 5 of the 6 old town on the
bay:

I was thinking of 7 events in the past where I'd done what I hadn't
oughter,

When I saw in the sea a man under our lee with only his 8 'bove
water!

I tug 2 a rope, and we had him aboard; and we'd threatened to 3 him
or hang him,

But a 4 didn't 5 his calm as he turned to our chief and began to
harangue him,

And went on to 6 of the virtues of love in a way so 7 and sensible,
That our former design, 8 rapine seemed to us even incomprehensible!

Then 1 look in his eye, 2 he gazed out to 3, seemed to 4 itself deep in
my soul,

And to 5 all my evil desires from my heart, and to point it a worthier
goal.

"6 thou ever to virtue, the bliss it 7 is better than treasure," said he;
"For in doing the right is 8 pure height!" And to this we felt bound
to agree!

Chorus.—Says Philosophy: Now mind

That thy 9 to mankind

Be ever brotherly; for plunder, theft, and strife

Is are of those

Who never should be foes!

And this argument has changed our mode of life.

And as these 11

Have dispelled 12,

For our philosopher bid all of us be friends.

Though not quite 13,

We may call ourselves chameleons!

We've changed our colours! and we're going to make
amends!

2. By "A.H.K."

THE LAST RIDE TOGETHER.

(FROM HER POINT OF VIEW.)

I said 2 answer—Mr. B.,
You 3 in pressing thus your plea!
Since 4 die shavings fail,
5 nothing all my "no's" avail—

(Continued on page 190.)

MAGMILLAN & CO.'S NEW BOOKS.

PAUSANIAS'S DESCRIPTION OF GREECE. Translated, with a Commentary, by J. G. FRAZER, M.A., LL.D. (Glasgow), Fellow of Trinity College, Cambridge. In six volumes. Illustrated with about Thirty Maps and Plans, Four Photogravure Plates, and upwards of Two Hundred Engravings in the Text. 8vo, £6. 6s. net.

Crown 8vo, 4s. net.

OTIUM DIDASCALI. Translations into Greek and Latin Verse. By WALTER HOBBHOUSE, M.A., Headmaster of Durham School, late Student and Tutor of Christ Church, and formerly Fellow of Hertford College, Oxford.

Crown 8vo, cloth extra, 6s.

MARCUS AURELIUS ANTONINUS TO HIMSELF: An English Translation, with Introductory Study on Stoicism and the Last of the Stoics. By G. H. RENDALL, M.A., Litt.D., Headmaster of Charterhouse School.

Times.—"This volume not only gives us a translation up to the level of the best modern scholarship, but an elaborate essay of 146 pages on the philosophy which the Emperor represented and expressed."

Globe 8vo, 4s. 6d.

ENGLISH GRAMMAR, PAST AND PRESENT. In Three Parts. Part I.—Modern English Grammar. II.—Idiom and Construction. III.—Historical English: Word-Building and Derivation. With Appendices on Prosody, Synonyms, and other outlying subjects. By J. C. NESFIELD, M.A.

Demy 8vo, 5s.

COMPLETE PERSPECTIVE COURSE, comprising the Elementary and Advanced Stages of Perspective, the Projection of Shadows and Reflections, with Exercises in Theory and Practice, also the Practical Application of Perspective. By J. HUMPHREY SPANTON, Gold Medallist, Royal Academy of Arts, London; Instructor in Drawing to Naval Cadets in H.M.S. Britannia. Designed to meet all the requirements of Army and Science and Art Examinations.

English Mechanic.—"To those who desire to learn how to draw in perspective the work may be commended, as the subject is treated as clearly and as successfully as it possibly can be in a book."

A Text-Book for Commercial Students and a Reference-Book for Business Men.

MODERN BUSINESS METHODS.—THE HOME TRADE.—Being a Guide to the Operations incidental to the Trade of the United Kingdom, with the Customary Documents and Correspondence. By FREDERICK HOOPER, Secretary of the Bradford Chamber of Commerce, and JAMES GRAHAM, Inspector for Commercial Subjects and Modern Languages to the West Riding County Council. 8vo, 2s. 6d.

TEACHERS' COMPANION in the Press.

Commerce.—"To those engaged in purely commercial pursuits we can favourably recommend this volume for study. Particularly interesting and instructive are the chapters on mediums of exchange, banks and banking, and bills of exchange. The less ambitious duties of invoices, forwarding of goods, remitting money through the post office, &c., are all of a satisfactory character, and should be of value to the beginner in a business house."

Globe 8vo, 2s.

THE CITIZEN OF INDIA. By W. LEE-WARNER, C.S.I., M.A., &c.

Times.—"The book is well-timed, admirable in conception, and successful in execution."

Crown 8vo, 6s.

ON LABORATORY ARTS. By RICHARD THRELFALL, M.A., Professor of Physics in the University of Sydney, Member of the Institute of Electrical Engineers, &c. [*Science Manuals.*]

CONTENTS:—Hints on the Manipulation of Glass and on Glass-Blowing for Laboratory Purposes.—On the Preparation of Vacuum Tubes for the Production of Professor Röntgen's Radiation.—Glass-Grinding and Opticians' Work.—Miscellaneous Processes.—Electroplating and Allied Arts.—Platinising Glass.

LONDON UNIVERSITY MATRICULATION,

JANUARY, 1899.

GENERAL ELEMENTARY SCIENCE. By A. T. SIMMONS, B.Sc. (London), Associate of the Royal College of Science, London, Author of "Physiography for Beginners," &c., and LIONEL M. JONES, B.Sc. (London), Associate of the Royal College of Science, London, Science Master of St. Dunstan's College, Catford, S.E. Globe 8vo. [*Ready at Easter.*]

This book has been modelled upon the syllabus of the new subject "General Elementary Science," which is to be compulsory for all candidates for Matriculation at the London University. It is also suitable for the new "Elementary Science" paper of the University Junior Examinations.

MACMILLAN & CO., LTD., ST. MARTIN'S STREET, LONDON, W.C.

Copy Books

SUITABLE FOR

HIGH SCHOOLS AND COLLEGES.

THE "HOLBORN" SERIES OF

LARGE POST COPY BOOKS

ARE MADE OF

SUPERIOR WRITING PAPER,

AND ARE OF

EXCEPTIONABLE VALUE,

BEING

PUBLISHED AT FOURPENCE EACH.

Specimen Book sent free on application.

THE EDUCATIONAL SUPPLY ASSOCIATION, Limited,

42 Holborn Viaduct, London.

A NEW ARITHMETIC.

Just published. In One Vol., with Answers, crown 8vo, cloth, price 4s. 6d.

ARITHMETIC,

WITH

NUMEROUS EXAMPLES AND EXERCISES.

Arranged by A. E. LAYNC, M.A.,

Headmaster of Stafford Grammar School; formerly Scholar of Sidney Sussex College, Cambridge; Editor of "Layng's Euclid."

The work is also published in separate portions, as under:—

Part I., for Lower and Middle Forms, with or without Answers, 2s. 6d.

Part II., for Middle and Upper Forms, with Answers, 2s. 6d.

Also,

The Exercises only of Part I. Without Answers, 1s.; with Answers, 1s. 6d.

The Exercises only of Part II. With Answers, 2s.

LONDON: BLACKIE & SON, LIMITED, OLD BAILEY.

"LE MAÎTRE PHONÉTIQUE,"

The Organ of the **Phonetic Teachers' Association** (President: Prof. W. VIETOR; Secretary: Dr. PAUL PASSY), appears monthly, giving varied reading matter in French, English, German, &c., all transcribed according to an International system of Phonetic notation. Subscription price, 3 francs in P.O.O. or French stamps, 2s. 10d. in English stamps.

Apply to

FONETIK, NEUILLY-ST.-JAMES, FRANCE.

My 6 arguments all pooh-poohed—
I'll come—but under protest, mind!—
The day 7; steeds and wind—
8 all! I can but feel
9 wishes for your weal;
10 melts at your appeal—
I may be heartless, I'll not be rude!

3. By "ISCA."

1 guinea offered! 2 I right to 3
With 4 in my verse real gold to 5?
Chill winds of 6 spare my shivering lines!
Not as in fostering 7 interwines
With them the 8, my graceful verse,
May wriggle round these calembours perverse
No 9 am I of race Shenetic,
10 I write "Pass it, kind critic!"
My last line is 11.

4. By "A.D.R."

1 2 such rhymes as mine can hope to gain
Your puzzle prize; much less Apollo's bays.
If 3 has any longing for such praise,
This he may 4—ten-lettered words are vain
To bring the ancient shepherd's 5 strain
Into the 6 harmony that peals
From orchestra and organ—why one feels
'Twere 7 both to artist and to swain!
Much more for me, from lonely Scottish glen,
When 8 your desk with voice of song,
To bring my offering of letters ten,
And your rejective task in vain prolong.
For who would 9 anointed kings?
Or talk when herald's shout 10 rings?

5. By "JEANNE."

1 give not 2 a 3 the 4 which brings
Honour to 5 as to uncrowned kings.
With metaphors and 6 thou 7 scorn
By thy weak verse on him who wisely sings.
Thy 8 and grimaces I defy,
Thou 9 to win unworthily;
But thy 10 I will dash to earth,
And die protesting at thy feeble lie.

6. By "E.M.M."

1 question 2 wide as the 3 arises,
4 friends advise us in spending our prizes!
To futile 5 we leave the defeated,
The cake is ours—but how shall we eat it?
For three-pence-half-penny who shall endeavour
To gain some beauty or joy for ever?
Our fancy 6 through shops-full of splendours,
But to offer that sum 7 the vendors;
8 with disgust they stand at its mention,
Till a buyer more rich 9 attention.
"O were it but summer," we cry, "we could spend
Our prize on 10 and so make an end."

7. By "GOGMAGOG."

1 stirpe nota sedibus 2 bonis,
O 3 beati, queis 4 ex avis
Pro 5 doctrinae cupido
Nobilis, innumerique laudant
6 amice, donaque filio
7 8 splendida. Sic domus
9 et sic io
11 in arte clari!

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

Those in the First Class are entitled, on application, to a copy of "Essays in Translation."

All Competitions must reach the Office by March 16th, addressed "Prize Editor," JOURNAL OF EDUCATION, 86 Fleet Street, E.C.

MESSRS. BELL'S NEW BOOKS.

Educational Catalogue post free on application.

Crown 8vo, 3s. 6d.

ELEMENTARY BOTANY. By PERCY GROOM, M.A. (Cantab. et Oxon.), F.L.S., Examiner in Botany to the University of Oxford. With 275 Illustrations.

Crown 8vo, 2s.

BOOK-KEEPING BY DOUBLE ENTRY, Theoretical and Practical; including a Society of Arts Examination Paper fully worked out. By J. T. MEDHURST, A.K.C., F.S.S., Fellow of the Society of Accountants and Auditors (Incorporated).

Large 8vo, 12s. 6d.

DICTIONARY OF THE FRENCH AND ENGLISH LANGUAGES (French-English and English-French). By F. E. A. GASC. A New Edition (the Eighth), Revised, Enlarged, and Reset from beginning to end. Large 8vo, 960 pages, in treble columns, bound in half buckram.

Now Ready. Vol. V. In Two Parts. Crown 8vo, 9s. net.

GREGOROVIVS' HISTORY OF THE CITY OF ROME IN THE MIDDLE AGES. Translated from the German by Mrs. HAMILTON.

New Edition of Conington's "Vergil."

VERGIL. Vol. I. (containing the *Eclogues* and *Georgics*). Edited by the late JOHN CONINGTON, M.A., and H. NETTLESHIP, M.A., late Corpus Professor of Latin in the University of Oxford. Fifth Edition, Revised by F. HAVERFIELD, M.A., Christ Church, Oxford. Demy 8vo, 10s. 6d.

Demy 8vo, 18s. net.

THE BASES OF DESIGN. By WALTER CRANE. Printed at the Chiswick Press. With 200 Illustrations, many drawn by the Author.

Table of Contents:—I. Of the Architectural Basis.—II. Of the Utility Basis and Influence.—III. Of the Influence of Material and Method.—IV. Of the Influence of Conditions in Design.—V. Of the Climatic Influence in Design, chiefly in regard to Colour and Pattern.—VI. Of the Racial Influence in Design.—VII. Of the Symbolic Influence, or Emblematic Element in Design.—VIII. Of the Graphic Influence, or Naturalism in Design.—IX. Of the Individual Influence in Design.—X. Of the Collective Influence in Design.

Bell's Cathedral Series.

New volumes. Crown 8vo, 1s. 6d. each.

EXETER. By PERCY ADDLESHAW, B.A. With 35 Illustrations.

WINCHESTER. By P. W. SERGEANT. With 50 Illustrations.

LICHFIELD. By A. B. CLIFTON. With 39 Illustrations.

NORWICH. By C. H. B. QUENNELL. With 38 Illustrations.

PETERBOROUGH. By Rev. W. D. SWEETING, M.A. With 51 Illustrations. [March 7th.]

Other Volumes to follow. Full Prospectus post free on application.

Bohn's Libraries.

NEW VOLUMES.

THE LAY OF THE NIBELUNGS. Metrically translated from the Old German Text by ALICE HORTON, and edited by EDWARD BELL, M.A. To which is prefixed the Essay on the Nibelungenlied by THOMAS CARLYLE. 5s.

THE CAMPAIGN OF SEDAN: the Downfall of the Second Empire, August-September, 1870. By GEORGE HOOPER. With General Map and Six Plans of Battle. New Edition, 3s. 6d.

THE PROSE WORKS OF JONATHAN SWIFT. A New Edition, edited by TEMPLE SCOTT, with an Introduction by the Right Hon. W. E. H. LECKY, M.P. In about Ten Volumes, 3s. 6d. each. [Vols. I. and II. ready.]

THE WORKS OF GEORGE BERKELEY, Bishop of Cloyne. Edited by GEORGE SAMPSON. With a Biographical Introduction by the Right Hon. A. J. BALFOUR, M.P. Three Vols., 5s. each. [Vols. I. and II. ready.]

London: GEORGE BELL & SONS, York Street, Covent Garden.

H. G. WELLS'S NEW STORY.

THE WAR OF THE WORLDS.

By H. G. WELLS,

Author of "The Time Machine."

1 vol., 6s.

THE SATURDAY REVIEW.—"In Mr. Wells the intellectual processes are foremost, not the emotional. To possess a new view of life and literature, to create its image with minute and assiduous care, that is the way to secure fame."

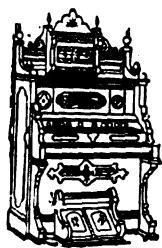
THE SPECTATOR.—"As a writer of scientific romance Mr. Wells has never been surpassed. Poe was a man of rare genius; but in his work there is a stifling hot-house feeling which is absent from Mr. Wells's work. Even when he is most awful there is always something human about his characters. Both Poe and Mr. Wells are followers of Swift, but Mr. Wells keeps nearest to the human side of the author of Gulliver."

LE MERCURE DE FRANCE—"Curieux livre et original; supérieur aux fantaisies de Jules Verne; avec les qualités brillantes et les préoccupations sérieuses de R. L. Stevenson: avec dans le bizarre et le terrible quelquefois des aspects d'Edgar Poe."

LONDON: WILLIAM HEINEMANN, 21 BEDFORD STREET, W.C.

THE EDUCATIONAL MUSICAL INSTRUMENT CO.

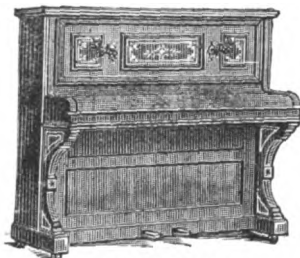
ESTABLISHED 1881.



For Circular, Testimonials, and ANY Maker's List and designs, apply to the MANAGER,

43

Estate Buildings, Huddersfield.



21 ARGYLE CRESCENT, JOPPA, EDINBURGH;
or at 20 Highbury Place, LONDON, N.
(Close to Highbury Station and Trams).

This Company supplies Pianos, American Organs, Harmoniums, &c., at prices unequalled by any other Firm, Dealer, or Maker, for Cash or Instalments, with a month's free trial, a 10 years' warranty, carriage paid, and free exchange or return at our risk and cost if not fully satisfactory. Iron-Framed School Pianos, new and guaranteed, from 14 Guineas Cash.

N.B.—All our Pianos are fitted with a special action to the Soft Pedal that fully subdues the tone, and effectually preserves the Instruments during practice.

Mr. W. PARKS, Clerk to the St. George School Board, Gloucester, writes:—"Please deliver six more Pianos according to your tender as early as possible." (We have sent fourteen instruments of the same class to this Board).

Mrs. GRAVES (wife of A. P. Graves, Esq., Her Majesty's Inspector of Schools, Southwark District, London, S.E.) writes:—"The Piano has stood very hard wear extremely well during the year, and we all admire the fine full tone of the instrument and its handsome exterior."

Show Rooms open Daily. Call and see our Stock, or write for our List of Instruments for Home or School use, specifying class preferred, and you will find

WE CAN SAVE YOU MANY POUNDS.

(Please mention this Paper.)

THE PRACTICAL TEACHER'S ART MONTHLY



NOW READY, NOS. 1 AND 2, PRICE TWOPENCE.

This Monthly is devoted solely to the interests of all forms of

DRAWING AND HAND-WORK

which find a place in the Curriculum of Elementary and Secondary Schools. Articles—written by experts thoroughly conversant with the work they are actually engaged in TEACHING DAY BY DAY—will be of a wide-reaching and exhaustive character, embracing the whole range of varying subjects which may be said to come under the head of

ART AND HANDICRAFT.

CHIEF CONTENTS OF NOS. 1 AND 2.

Beautifully Illustrated.

A Series of Reproductions of "WELL-KNOWN PICTURES," With Story of Pictures.

Modelling in Clay. By T. CANNON, Art Master.

Brush Drawing. By J. VAUGHAN, Art Master.

Notes on Model Drawing. By C. E. BELSTEN, Art Master, Southwark P.Ts.' School.

Freehand. On the value of being able to Draw easily. By B. C. HASTWELL, Headmaster, Charterhouse School of Art, and Art Master, Battersea, Stockwell, and Goswell Road Pupil Teachers' Centres.

Light and Shade.

Industrial Drawing in Schools.

Prize Competitions for Teachers and Scholars.

A Five-Shilling Work on "Model Drawing" containing upwards of Five Hundred Figures, presented to Annual Subscribers who send a P.O. for 3s.

Office of "The Practical Teacher," 33 Paternoster Row, London, E.C.

The University Correspondent

AND UNIVERSITY CORRESPONDENCE COLLEGE MAGAZINE,

A Weekly Educational Journal devoted chiefly to London University Matters.

Issued every Saturday. Price 1d., by post 1½d.; Half-Yearly Subscription, 3s.; Yearly Subscription, 5s. 6d.

PUBLISHING OFFICE: 13 BOOKSELLERS ROW, STRAND, W.C.

CAMBRIDGE LOCAL EXAMINATION, 1898.

HIGHER SCRIPTURE TEACHING: ST. LUKE.

BY THE REV. GEO. HUGH JONES.

The Syndicate prescribe Dean Farrar's "St. Luke." "Higher Scripture Teaching" compels close attention to examination points, and gives candidates a thorough knowledge of the particular text-book set.

Price Eighteenpence.

London: SIMPKIN, MARSHALL, & CO.

CAREY'S "GRADUS AD PARNASSUM,"

WITH THE ENGLISH MEANINGS.

Revised, Corrected, and Augmented by a Member of the University of Cambridge.

Post 8vo, cloth, price 7s.

THE STATIONERS' COMPANY, STATIONERS' HALL, LONDON.

FOR DISPOSAL, CIVIL SERVICE AND COMMERCIAL TRAINING COLLEGE, with a Boys' School and also a Girls' School added. Receipts over £1,500 per annum. Address—HEADMASTER, care of 54 New Oxford Street, London, W.C.

OLD SCHOOL BOOKS FOR SALE.

Buxtorf's (John) Epitome of Hebrew Grammar. 1629. 1s. 3d. Post free.

Very Curious Item: "Horologium Hebræum." A Hebrew Clock, or advice as to how the Holy Tongue may be satisfactorily acquired within a space of twenty-four hours. (C). By a Dutchman, but London printed. 1638. 3s. Post free.

Very Rare Item; hardly to be met with anywhere except in a few great libraries. Bishop Ken's **Manual of Prayers for the Use of Scholars of Winchester College and all other Devout Christians.** With the first printed text of the Morning, Evening, and Midnight Hymns: "Awake, my soul, and with the sun," "Glory to Thee, my God, this night," &c. London. 1793. 4s. 1s. Post free.

Bishop Lowth's English Grammar. London. 1767. Very fine state. 2s. 6d. Post free.

ADDRESS—No. 3,217.

HANOVER, GERMANY.—COLLEGE FOR THE DAUGHTERS OF GENTLEMEN, conducted on Modern Lines by Fraulein BRENDCKE, late Senior German Mistress, Princess Helena College, Ealing, and recommended by the Lady Principal. Excellent Staff of Masters. 8A Marienstrasse, Hanover. Address—No. 3,093.

HIGH SCHOOL FOR GIRLS, with some Boarding accommodation, for Transfer, at large commercial centre, W. of England. Large modern Premises. Up-to-date Fittings, Heating, and Electric Lighting. 35 Day Pupils. Rent £72. Price for Goodwill and Furniture, £250 to immediate purchaser. Address—No. 3,244.

ASSOCIATE of Royal College of Music, Licentiate of Royal Academy of Music, and Associate Pianist of Trinity College, London, desires Engagement as VISITING MUSIC MISTRESS in School or College in London or neighbourhood. Pianoforte, Theory, Harmony, and junior Violin. Good references. Seven years' experience in public and private schools. Many successes in public Examinations. Address—No. 3,269.

ESSAY COMPETITION, R.S.P.C.A., 1898.

Notice is Hereby Given to Masters, Mistresses, Teachers, and Scholars of Private, Board, National, and all other Schools within a radius of twenty miles from Charing Cross, that the invitation formerly sent annually in January by the Royal Society for the Prevention of Cruelty to Animals, relating to the forthcoming Essay Competition on the subject of "Man's Duty to the Animal Creation," has been issued by post to the Masters and Mistresses of every School whose names and addresses are published in the "Post Office London Directory" and in the "Suburban Directory." The undersigned cannot hold himself responsible for non-deliveries caused by omissions in the Directories; but, as he is anxious that his invitations may reach every school without distinction of party or sect, he will be glad to send his Printed Circular Letter, Topic Papers, Data Forms, and other general information to any Master, Mistress, or Teacher who has not yet received them, and who shall apply for the same to him.

JOHN COLAM, Secretary, R.S.P.C.A.
105 Jermyin Street, St. James's, S.W.,
December 13, 1897.

MADemoiselle THIRION, L.L.A., University of St. Andrews (Honours). Medallist, Brevets Académie de Paris, being engaged at the Bushey Clergy Orphan School, wishes to obtain other engagements to teach French in Bushey or the neighbourhood, or in London. Address—Clergy Orphan School, Bushey, Herts, or 273 Camden Road, London, N.

PARIS, near Sorbonne, Collège de France, and Luxembourg Gardens.—MADAME THIERRY and daughters receive one or two ladies wishing to study French. Lessons given in the house. Family life. First-rate English references. Address—Madame THIERRY, 241 Rue St. Jacques, Paris.

EASTER HOLIDAYS.—London Headmistress offers FURNISHED HOUSE, convenient for City and West. Servant left. Moderate rent, or exchange house or rooms with attendance for two ladies. Country or seaside. Address—No. 3,273.

PARIS.—A few Boarders can be received in a Private Family (French). Near Luxembourg Gardens. Terms, including French lessons, very moderate. References given and required. Address—Mme. LEQUES, 22 Rue Brea, Paris.

SCHOLASTIC.—PARTNER-SHIP in Girls' Boarding and Day School in Eastern county, with view to succession. 5 Boarders at 30 to 40 guineas, 55 Day Pupils at 5 to 15 guineas. Gross income £625, net £200. Premium moderate. Property vendor's own. Qualified lady would be received as GOVERNESS for short time before Partnership.—BIVER & Co., 296 Regent Street, W.

EDUCATION FOR BOYS, North Germany. Healthy locality, good and plentiful food. Good English references. For terms and particulars apply to Dr. MANNHARDT, Hamerau, Holstein.

DUCHESS MARIE INSTITUTION, GOTH, GERMANY.

Principal—Mlle. HUGUENIN-VIRCHAUX.

This Boarding School for Daughters of Gentlemen was established in 1836 under the patronage of H.R.H. the Duchess Marie of Saxe-Coburg-Gotha. Every care is given to the education, comfort, and health of the pupils. Special attention is given to French, German, Mathematics, and Music. Gotha is situated in one of the healthiest parts of Germany. References can be given to any part of the Continent and the United Kingdom, and Prospectus had by applying to the PRINCIPAL.

Pupils are received in the Institute at any time of the year, but the most advisable time is the 1st of April or 1st October.

PARTNERSHIP, with view to succession, wanted in first-class Preparatory School. Classical Honours. Eleven years' experience. Good cricketer.—E. FISHER, M.A., Chislehurst, Kent.

LADY GRADUATE (with Honours), R.U.I., who has had considerable experience in teaching, wishes to purchase small good-class School for Girls (South Coast preferred), or to join another lady in acquiring a larger one. Capital £500. Address—No. 3,264.

LADY (Certificated), of great experience, wishes to purchase Partnership in a good School for Girls. Pupils have gained Honours (I. Class), distinctions in Oxford and Cambridge Locals, Preliminary, Junior, Senior, and other Public Examinations. Good organizer. Has held post as Head English Teacher (Five Years) in good School.—Excellent testimonials. Address—No. 3,242.

ROOMS TO LET AT 46 GREATORMOND STREET, BLOOMSBURY, W.C.,

FOR CLASS-ROOMS, STUDIOS, OR OFFICE PURPOSES, during the Day-time only.

Rents from £20 to £45.

Would also be let for Meetings. May be seen from 11 to 4.

SECRETARY, Working Men's College, as above.

ENGAGEMENTS WANTED.

GYMNASTICS, Swedish Drill, Calisthenics, Fencing, Swimming, Cycling.—Engagements wanted in Schools for Girls and Boys. For full particulars and terms apply to A. A. STEMPEL, M.G.T.L., Director, Stempel's Scientific Physical Training Institute and Gymnasium, 75 Albany Street, Regent's Park, London, N.W.

EXPERIENCED Lady requires Situation as ASSISTANT LADY HOUSE-KEEPER, MANAGERESS, or SECRETARY of School or Boarding House. Can help with younger children in elementary English subjects, Needlework, Freehand Drawing, Wood Carving. Highest references. Address—No. 3,266.

EDUCATIONAL AGENCY (Established 1833).

HEADMISTRESSES & PRINCIPALS of Public and Private Schools provided (free of charge) with Graduates, Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Assistant-Mistresses, and with other Senior and Junior Teachers, by GRIFFITHS, SMITH, POWELL, & SMITH, 34 Bedford Street, Strand, London. List of Easter Vacancies sent to Assistant-Mistresses on application.

EXPERIENCED Certificated GOVERNESS desires Re-engagement to teach French (Paris), Arithmetic, and some English in good School or in a Family. References. Address—No. 3,293.

ASSISTANT-MISTRESS requires Re-engagement after Easter. Seven years' experience. Maria Grey trained. Cambridge Higher Local (Groups A, B, and H), and Teachers' Training Certificates (Theoretical and Practical). Subjects: Scripture, English, Arithmetic, Drill, French, German, elementary Latin. Address—No. 3,261.

RE-ENGAGEMENT wanted, after Easter. History Tripos (Newnham), Higher Local Honours Certificate (Groups A, B, C, H), &c. Nearly five years' experience in High School. Address—No. 3,274.

WANTED, by an experienced MUSIC TEACHER, Post in School as Resident or Non-resident Teacher of Pianoforte, Theory, Harmony, and Class Singing. Address—No. 3,253.

AN experienced Teacher (Lady), Licentiate of the Royal Academy of Music, desires an Engagement as VISITING MUSIC MISTRESS in High School or otherwise, in or near London, for three mornings per week. Very successful preparation for Public Musical Examinations. Address—No. 3,254.

WANTED, after Easter, Post as MUSIC MISTRESS in a School. Piano, Solo and Class Singing, and Theory of Music. Excellent Teacher, and able to prepare for Examinations. Address—No. 3,256.

KINDERGARTEN MISTRESS desires Re-engagement for September. Elementary National Froebel Union (Honours), and Higher (Honours Psychology, First Class three subjects). South Kensington Elementary Science and Art Certificates, and other qualifications. Address—No. 3,257.

LADY, well qualified and experienced, seeks appointment as VICE-PRINCIPAL to assist in General Management and Tuition, with or without view to Partnership and Succession. Good references. Address—No. 3,258.

FRENCH LADY, experienced (diplôme supérieur), desires Re-engagement in a High School or good Private School. Prepares for Examinations. Music. Excellent testimonials. Resident or Daily. Address—No. 3,283.

MUSIC MISTRESS, A.R.C.M., desires Re-engagement. Studied nearly three years at Royal College of Music. Five years Music Mistress in large High School. Excellent testimonials. Piano, Harmony, Counterpoint, &c. Address—No. 3,275.

APPOINTMENT wanted as Non-resident TEACHER OF MUSIC (Pianoforte) in School in or within easy access of London. Associate Royal College of Music. Address—No. 3,276.

LADY, with University Degree, much experience in teaching, and some boarding connexion, would like to join a well-established School as WORKING PARTNER. West of England preferred. For particulars address—No. 3,274.

JUNIOR MISTRESS requires Re-engagement after Easter. English, Arithmetic, Music (Piano and Class Singing), Swedish Drill. Certificated Cambridge Training College.—Miss GROVES, 27 Circus, Bath.

CONTENTS.

	PAGE
OCCASIONAL NOTES	207
TECHNICAL EDUCATION	210
ATHLOMANIA	211
UNIVERSITIES AND SCHOOLS	212
THE STUDY OF LITERATURE IN GIRLS' SCHOOLS. BY	
F. B. LOW	219
THE REPORT ON PUPIL-TEACHERS	221
REVIEWS AND MINOR NOTICES	221
" Bell's Cathedral Series "—Winchester (Sergeant), Exeter (Addleshaw), Lichfield (Clifton); A Short History of the Royal Navy (Hannay), and The Story of the British Army (King); Journeys through France (Taine); Psychology of the Moral Self (Bosanquet); A Simple Grammar of English now in use (Earle); Mistakes in Teaching (Hughes); The Bases of Design (Crane); A Text-Book of Zoology (Parker and Haswell); Philosophical Lectures and Remains of Richard Lewis Nettleship (Bradley and Benson), &c. &c.	
" ALCESTIS " AT EDINBURGH ACADEMY	227
JOTTINGS	227
CALENDAR FOR APRIL	230
PRIZE COMPETITIONS	230
THE TRAINING AND WORK OF ELEMENTARY TEACHERS. BY F. J. ADKINS	243
THE TEACHING OF SCIENCE IN SECONDARY SCHOOLS. BY BEVAN LEAN	246
THE NEW SPRING	248
COLONIAL AND FOREIGN NOTES	249
THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND	251
CORRESPONDENCE	254
Uniformity of County Council Reports; Science in the Oxford Local Examinations; The Dative in Modern Greek; Uppingham-ism; Hours in Girls' High Schools; Professor Knott's "Physics"; Rubbish Shot here!	

OCCASIONAL NOTES.

AS a result of the recent County Council elections it seems probable that the proposed Tenification Bill will be shorn of much of its grandeur. This curtailment may give the Government time to bring forward their Secondary Education Bill soon after Easter. But the terms of the Bill are still in doubt. The *Athenæum* has lent its weight to certain surmises with which our readers are familiar. It seems quite clear that the Government has resolved that County Councils shall be the local education authorities. Many concurrent signs point to this. The unknown quantity in the equation is the composition of the central authority. The Duke of Devonshire's reply to Lord Norton seems to suggest that the existing powers of Technical Education Committees will be slightly increased, with larger funds placed at their disposition; and that the control exercised by the Science and Art Department will be strengthened. "It is not," he says, "and never has been, the intention of the Government to do anything in the nature of what may be called establishing secondary education all over the country." The Duke also took the opportunity of defending the action of County Councils against Lord Norton's indiscriminate impeachment. If we are right in our surmises, it is high time for the County Committees organized by the Teachers' Guild to bestir themselves and protest while it is yet time against a measure which would give the supreme control to a Government Department which has done nothing in the past to win the confidence of teachers and is officered mainly by retired Army men.

THE *Birmingham Argus* is again to the front with its special information as to the Education Bill. These revelations that are supposed to emanate from high officials in the Department may usually be discredited. They may be based on a hint given in a conversation with an official who has no knowledge of the latest draft of a Bill, that is always liable to alteration until the authorities have finally

made up their minds. What the *Argus* does not seem to know is that the Bill, so far as it refers to local authorities, may be made permissive and selective. That is to say, that any County Council that wishes to undertake the responsibility of appointing a local authority for secondary education may apply for permission to do so. If this latest rumour is correct, a great deal of opposition would disappear; and we should have no fear of the final result. A local authority coerced into action against its will effects very little. On the other hand, the action of forward counties would ultimately be imitated owing to the inevitable force of public opinion.

WE could not expect any startling changes in this year's Elementary Education Code. Teachers and inspectors may become bewildered by too frequent alterations. The subject of drawing is, as was already known, to be handed over from South Kensington to the Whitehall Inspectors. The number of pupils in classes has been slightly diminished, so that no teacher in the future is to be responsible for more than an average attendance of sixty. The Instructions to Inspectors have been revised, but do not seem to contain anything new. Still greater stress is laid on the statement that inspection is a better guarantee than examination of the efficiency of a school; and Inspectors are reminded that the value of goods can be adequately determined by means of a fair sample. There are two omissions in the Code which, perhaps, will cause disappointment to enthusiastic reformers. The Committee appointed to investigate the pupil-teacher system—whose report we discuss elsewhere—had many changes and improvements to suggest. Not one of these finds its way into the 1898 Code. The reason is not far to seek. All reforms towards greater efficiency imply the expenditure of more money. In spite of the annual grant of half a million, the "intolerable strain" continues. The Department cannot at present enforce changes that would increase this strain on voluntary schools.

INDEED, no sooner was the report of this Committee issued than the Standing Committee of the National Society issued a memorandum taking exception to all the principal recommendations, on the ground that, if carried out, they would involve a very large additional expenditure in voluntary schools. The Code does not even venture to touch Article 68. This famous article allows "a woman over eighteen years of age," with the approval of the Inspector, to be recognized as an additional teacher. There are, at present, nearly thirteen thousand of these "women over eighteen" employed as teachers, and nothing but poverty can justify their retention. This means that many more missionary speeches must be made before localities are willing to spend the money that the increasing needs of education demand. But the publication of the report of this Departmental Committee marks a great stage in advance. Its recommendations will, we are quite sure, be referred to and acted upon in the more enlightened districts, although they have not the authority of law, just as the recommendations of the Education Commission of 1894 are generally accepted as authoritative. The policy of the Department is not to enforce changes until public opinion has generally endorsed them.

THE London University Commission Bill has, with trifling amendment, passed its third reading in the House of Lords. When the Bill comes before the Commons, there will be no doubt much discussion and some opposition. We read in one paper the boastful

utterance that "the Bill will be blocked," and we are reminded of a remark of Mr. Lyttelton's at the College of Preceptors the other day—that to block a Bill is the easiest matter in the world and nothing to be proud of; but that to get a Bill passed needs the strength of ten Hercules. The Government has in this case both the necessary strength and the will to overcome an opposition which is merely factious. It is curious to contrast the methods of the two Houses. On the day on which this Bill finally passed the Upper House the Lord Chancellor took his seat at a quarter past four o'clock, and their Lordships adjourned at twenty-five minutes to five. In this brief period of twenty minutes Hart's Divorce Bill was moved forward one stage, Lord Norton moved for a certain "return," and the London University Commission Bill was passed. It is to be wished the Commons would follow this lead. All the really important points of the Bill have been threshed out and settled outside the House.

THE annexed extract from the *Wimbledon Post* of March 5 tells its own tale, and is significant of the future of private schools:—

One of the most interesting applications at the Licensing Sessions was that made by Mr. William Henry Bedbrook for a full licence for a new hotel in Wimbledon—a hotel pure and simple. In other words, it is Mr. Bedbrook's intention, if possible, to convert the fine building at the end of Worcester Road, which until very recently has been known as St. George's College, with Mr. Bedbrook as headmaster, into a first-class up-to-date hotel—an institution which, as everybody knows, is at present strangely enough a *non est* in the town. From a boys' college to a hotel is a far cry, but there are cogent reasons in this case why Mr. Bedbrook has come to the conclusion to give up the imparting of knowledge at the handsome new building alluded to, and to carry on there the business of catering for a more or less travelling public.

The history of the causes at work which led to the disappearance of this well-known private school are particularly interesting, as tending to prove the groundlessness of the fears and the inaccuracy of the calculations of the Private Schools' Association—or, at least, "all that is left of it." Four years ago there were no public secondary schools for boys in Wimbledon. The County Council then took steps which led to the foundation of the Rutlish School, opened two and a half years ago. This school, with a fee of £6 a year, "endowed" with nearly £1,000 a year from the County Council and the Science and Art Department, and having valuable scholarships attached given by the Rutlish Trustees and the Wimbledon District Council, rapidly filled with pupils. But not the slightest effect was produced upon the numbers or the prosperity of St. George's College. Some months ago, however, King's College School came to Wimbledon. A first-grade school, with a £20 fee, managed by a "voluntary" body of governors, without State grants from Departments or County Councils, it took up its situation about the same distance one side of St. George's College as the Rutlish School was on the other. It is flourishing and increasing as the result of the change. The result upon St. George's College is seen in the "interesting application" to convert it into "a hotel pure and simple."

THE exponents of what is called commercial education have been greatly in evidence of late. The Chambers of Commerce, individually and in association, have passed resolutions urging the immediate need of better schools for the purpose. Letters have appeared in the *Times*, and my Lords of Whitehall have been approached. We may sum up the net result as follows:—It has been found that existing examinations have failed to bring about the end desired; special schools must be built and equipped to fill up the

vacant space between the lower-grade commercial schools and such an institution as the London School of Economics; these schools will be partly supported by County Councils, and partly by the Science and Art Department, which will, it is hoped, place certain "commercial" subjects on the same grant-earning basis as chemistry and drawing; and, lastly, the idea that commercial education is a mere technical training, absolutely divorced from the real meaning of the word education, has given way to a belief that commercial subjects, properly dealt with, may afford as sound and as wide an intellectual and moral training as almost any other subjects in a school time-table. The establishment of a few good tertiary schools of commerce would have a great result. The heavens would soon work downwards. Such schools would, perhaps, aim in particular at supplying the growing want of competent managers of joint stock companies.

THE London School Board is unhappy because its truant schools have proved too popular. Boys do not try to run away and seem always pleased to come back. This speaks volumes for the staffs of these schools. From a visit paid to one of them we are inclined to think that the truants are by no means necessarily vicious. Their truancy is frequently the result of either a bad home or of no home at all. When they are removed from their surroundings, and find themselves no longer obliged to sell newspapers to buy themselves food, they have a chance of becoming useful citizens. But to bring them up on a diet of bread and birch would probably not conduce to this end. Another probable reason of the popularity of these schools is that the children are treated as half-timers as far as lessons are concerned. For the other half of the day they are taught a trade. It was proposed at the Board meeting that boys returning more than twice should have lessons all day. The moral of the discussion seems to us to be this: In the ordinary Board schools there should be more handicraft instruction and less book lessons. In the school to which we referred above, the inspector's report showed that the half-timers had done the same work, and as creditably, as other children doing a full day's lessons.

THE Cambridge Local Examinations Syndicate have issued a long and weighty report urging the Senate to institute a diploma in Arts, to be granted to external students. This seems to us a wise proposal, and one that is in accord with the fair claim of the two older Universities to control to a large extent the education given in the majority of secondary schools. But we would go farther, and suggest that Oxford and Cambridge might agree upon a diploma of varying grades, and including a wide range of subjects which should become practically a "leaving certificate." This system exists in Germany under the name of *Abiturienten Examen*, and is generally approved. Scotch schools have their Leaving Certificates, and we understand that a similar system is to be introduced into Welsh schools. This proposal by no means suggests a universal standard or a limited curriculum. The standard must vary according to the leaving age, and the subjects must include everything that may be taught in a secondary school. It is, in fact, only a development of the present system of Junior and Senior and Higher Locals. But the age limit should be insisted upon. At present candidates over age may pass the examination, and, oddly enough, many heads of schools do not seem to appreciate the disgrace involved in a candidate of eighteen passing an examination intended for candidates under sixteen years of age.

THERE has been a keen controversy carried on in some quarters as to the merits and possibilities of dual schools. The opponents of the system seem to forget how largely the practice is at present in vogue. We look in vain for any complaints on the subject from teachers (or parents) in the numerous mixed schools in Scotland of all grades, from the new dual schools in Wales, from the mixed elementary schools in England, or from the mixed schools of America. In fact, all the reports we have seen are exceedingly favourable. Doubters have become converted when they have tried the system or seen it in work. We refer to the subject again because we are convinced that those who bring forward the "moral difficulty" are entirely wrong. From some of the letters we have lately read, it might be imagined that no boys have sisters, nor sisters brothers; or that, in cases where parents were unfortunate enough to have children of both sexes, the boys were brought up in one wing of the house and the girls in another, with no door of intercommunication. What is called the "moral difficulty" is very largely the result of the practice of separating boys and girls, and bringing them up in large boarding schools. Far healthier is the home life, where the boys know their sisters' friends, and the sisters know their brothers' friends.

THE author of "Stephen Remarx," in describing his ideal school, says: "The boys and girls play most of their games together, which keeps them pure." Dual schools do not necessarily imply that all subjects are studied together by both boys and girls. Therefore, the argument that boys and girls should not be taught the same subjects falls to the ground. As a matter of fact, the subjects taught in the two sorts of school largely coincide. We are not suggesting that Eton College should be thrown open to girls, or even that our country grammar schools should become dual. We are only protesting against what seems to us a very exaggerated and unfounded dread—a dread that does not seem to be justified by experience. When we are told that "every master knows what boys are," and that "the objection raised will remain unanswered and unremoved as long as human nature remains human nature," we would suggest as a reply: Is schoolboy nature really human nature, or is it the result of his artificial and unhealthy barrack life?

IN giving away the prizes at the College of Preceptors, Canon Lyttelton spoke winged words in reference to the unity of the profession. He thought the immediate chances of legislation small, and urged that the interim should be devoted to increasing the union of different branches of teachers. This is a subject we have often dealt with here, and its importance cannot be too strongly insisted upon. When we teachers speak with one voice, parents, the lay public, and the Government must listen. The signs of the times are distinctly hopeful. Mr. Lyttelton instanced the fact that the whole movement for the training and registration of teachers emanates from ourselves, and is not being forced upon us by a hostile or suspicious public. This apathy of the public who are parents was characterized as astonishing and inexplicable. He also made some scathing remarks about the baser sorts of private schools conducted by persons "bankrupt in purse and mind." Such schools are only made possible by public apathy. Every honest private schoolmaster, as well as every public schoolmaster, would welcome the sweeping away of a few schools which discredit the whole profession, and which constitute, in Mr. Lyttelton's words, "a grievous scandal."

THE National Union of Teachers has published a fly-sheet on higher-grade schools which reflects little credit on the executive. From an educational body we expect a judicial summing-up, not a mere *ex parte* statement from which all adverse evidence is carefully excluded. But the publication in question is not only partial, but positively misleading. It professes to give "the opinion of the *Times* and a Royal Commission on the matter." What it does give is the opinion, not of the *Times*, but of a correspondent of the *Times*, and one sentence, of a line and a half, from the Secondary Education Commission Report. Moreover, the *Times* correspondent who is thus identified with the *Times*, and put in the forefront of the battle, is himself the master of a higher-grade school. In stating this we are revealing no secret, but merely noting what is obvious on the face of the letter itself. And we have not yet done with this precious document. When quotations are given in inverted commas we expect verbal accuracy. Here words and sentences are omitted without any indication, and the language of the *Times*, or its correspondent, is freely emended. "Quality," for instance, is changed to "qualification," and the Latin "flourished" substituted for the Saxon "thriven." But some of the alterations are worse than any breach of literary etiquette. The *Times* is made to say: "Each of the schools contains a chemical laboratory, a physical laboratory, a workshop, a science lecture-room, a kitchen, and some have laundries." The actual words of the *Times* correspondent are: "Each . . . workshop . . . while most of them have a science lecture-room, an art-room, and a cookery kitchen." (The italics are ours.) *Non tali auxilio*. Higher-grade schools have no need to be bolstered up by garbled extracts and special pleading.

AN instructive debate took place in the House of Commons on Sir John Lubbock's motion to increase the number of "class-subjects" that may be taken in any one elementary school. The discussion was severely technical, and Sir John's speech bristled with figures. We learn that geography is taught only in two-thirds of the elementary schools; history still more rarely. Out of more than five million children, only a hundred and forty thousand take a "specific subject;" of these none were presented in history. We may venture to suppose, or at least to hope, that a good deal of history and geography is taught by means of "Readers"; otherwise the state of affairs is indeed lamentable. In Scotland a child may take four "class-subjects" and so earn double the grant under this head that an English child may earn. The speech was in reality an indictment of the elementary teacher. And we fear that it was not far from the truth. It may be that comparatively few teachers are capable of taking either "class" or "specific" subjects. This seemed to be the view taken by Mr. Yoxall and Mr. Gray, both of whom vigorously opposed the motion. Sir William Harcourt took the opportunity to deliver a speech in favour of secondary education, and quoted from Mr. Sadler's volume of "Special Reports." The *Times* reporter was caught napping, and called it "a yellow-book on education, published in Germany." The motion was withdrawn, but the discussion was a fruitful one.

THE Cambridge scheme for secondary training in connexion with the Day Training College, which we briefly noticed two months ago, is now in operation. It starts with three students—two graduates in high honours and one an undergraduate. Their work is done partly in common with the primary students, but they have one criticism lesson a week by themselves, and will have had in the

course of the term each a week's teaching in school, under supervision. Besides the higher-grade school at Cambridge, the two great schools at Bedford admit them as *Gäste*. In this close connexion between primary and secondary students we see much advantage, both economical and social, and no corresponding loss, as at Cambridge all the primary students are undergraduates, and most of them reading for honours. The "Master of Secondary Method," which appears in the prospectus seems to us a meaningless designation. On the other hand, we hope that the admission of undergraduates to the training course is only a temporary makeshift.

THE *Modern Quarterly of Language and Literature*, of which the first number appeared a few days ago, is our old friend the *Modern Language Quarterly* grown almost out of knowledge—though the name of Dr. Heath is a voucher for the personal identity—and emerging from the schoolroom into the world of letters. For frontispiece we have an excellent portrait of Mr. F. J. Furnivall; and among the new literary articles, which will appeal to a larger circle than teachers, are an appreciation of Daudet by Charles Whibley; "The Similes of Dante," by Professor Ker; and Professor Herford's Taylorian Lecture on Goethe's "Italiänische Reise." Teachers will find their account in Professor Spiers' new theory of the French imperfect and past definite (we hope he will go on to treat of the past indefinite) and the tabulated answers of Oxford and Cambridge tutors on French and German in entrance and scholarship examinations. For the bibliography, a huge labour of love, we have still to thank Professor Rippmann.

TECHNICAL EDUCATION.

THE writer of a somewhat pathetic report on the doings of the North Bucks Divisional Committee indulges in a reflective dissertation on the capacity of figures to "conceal ugly facts." Average attendances at lessons, he submits, are by no means an infallible indication of success. "If, for example, Teacher A., at a course of four lectures, has had 20, 30, 10, 5, attendances, and Teacher B., at a course of four lectures, has had 12, 11, 13, 14, although A.'s average attendance is more than 16, and B.'s less than 13, the strong probability is that A.'s class was a failure and B.'s a great success." Alas for A.! Alas for everybody—even B.—if failure and success in educational work be measured without regard to the subject taught or the end in view!

INNUMERABLE courses of instruction, huge totals of attendances, may represent a cheerful amount of activity and a helpful awakening of drowsy thousands, but, failing certain essentials, not, as North Bucks would boast, "great progress," or "great success." They conceal ugly facts. Let us, by all means, call the many—but choose the few. Sooner or later every administering body must face the question whether it is a more profitable educational investment to spend £10 on one student, or 10s. on each of twenty. Consider the bearing, for instance, of the extreme case suggested by Professor Silvanus Thompson, as to the value to the chemical industry of the many hundred students instructed in elementary chemistry. "One thoroughly highly-trained research chemist," he declared, "is worth them all."

It would not be generally true to say that progress in really effective educational work undertaken by County Councils may be measured by the rate of decrease in the number of courses of instruction and the total average attendance. This simple paradox is, however, applicable to the policy adopted in some administrative areas, and is well illustrated by the work of the Somerset Education Committee. The following figures are taken from the reports on the years stated:—

Year.	No. of Courses.	Total average Attendance.
1893	748	13,303
1894	600	11,083
1895	571	9,097
1896	515	7,750
1897	465	6,602

These figures mean not diminished expenditure, decreasing activity, or

flagging interest, but an undeniable and reassuring evidence of steady and substantial educational progress.

THE direction of that progress and some explanation of the above figures may be gathered from the barometer of expenditure on certain enterprises as follows:—

	University Extension Lectures.	Cookery, Laundry, &c.	Scholarships.	Secondary Day School Maintenance
1893	1,160	2,779	845	—
1894	1,155	1,583	1,455	696
1895	1,127	1,358	2,078	1,173
1896	543	740	2,235	1,376
1897	—	632	2,018	1,867

Thus the £3,939 expended in 1893 on University Extension lectures, cookery, dressmaking, and similar subjects, and which accounted for over 9,000 in the total average attendance for that year, is now nearly all applied to scholarships and secondary day schools. In addition to the maintenance grants set forth above, secondary schools in Somersetshire have received large building and equipment grants—in 1895, £2,135; 1896, £1,523; 1897, £901.

THE "residue" at the disposal of the Education Committee in Somerset is something over £13,000 a year, and encouraging "results" are recorded in the various branches of a comprehensive scheme. Evening continuation schools, which in 1893 numbered 61, totalled in 1897 135, with a total average attendance of 2,584. The grants paid by the County Council amounted to £3,744, towards which £1,368 was received from Government. The certificate of attendance awarded by the County Committee to those who make not less than 85 per cent. of the possible attendances was gained by 1,448 pupils. "These figures mean that 1,448 persons have during the winter each received not less than 60 hours' systematic instruction in useful subjects, whilst in many cases the time so spent has been from 75 to 80 hours. Work of this kind is necessarily more lasting in its character (and more fruitful as regards practical results) than attendances at short courses of instruction." Who can doubt it?

In the West Riding of Yorkshire, unlike Somerset, there has been a steady growth in the number of students attending classes and lecture courses. It may be of interest to record the figures for six years:—

	Attendance at Classes, &c.	Scholarship Holders.
1892-3	19,600	2,744
1893-4	25,110	2,746
1894-5	26,489	2,869
1895-6	33,301	2,881
1896-7	33,553	3,061
1897-8	32,996	3,222

These totals, it will be understood, include attendances at "Extension" and other lectures, as well as systematic courses of instruction. In the West Riding, as in other counties, there has been a great development of evening continuation schools. Against 8 in 1892-3, with 348 pupils earning grants from the County Council to the sum of £77. 17s., there were 128 in 1896-7, 7,453 pupils, and a grant of £1,452.

THE amount of the "residue" at the disposal of the West Riding Committee for the year ending March 31, 1897, was £31,710, and the expenditure for the year was within £200 of that sum. Scholarships and exhibitions absorbed £8,715; grants to schools and classes, £13,881; special classes and summer vacation courses for teachers, £1,148; agricultural, including dairy instruction, £1,773; coal mining, £959; grants for apparatus, £804; and so on. The Committee "have still to regret the absence of legislation on the lines suggested by the recent Royal Commission in reference to secondary education. Meanwhile, with their present limited powers, the Committee have endeavoured to organize and develop such branches of secondary education as come within the legitimate scope of action of the County Council under the Technical Instruction Acts."

THE funds at the disposal of the Cumberland Technical Education Committee amount, on the average, to about £6,000 per annum. The main provisions of the scheme which is promoted include the direct supply of instruction: (a) in agriculture, by means of a farm school, travelling dairy, demonstration stations, and public lectures; (b) in subjects of household economy by peripatetic teachers; (c) for teachers, by the organization of central classes: the aiding of instruction— evening continuation schools, science, art, technical, and commercial classes, supplied by other authorities; direct grants to urban authorities to meet equivalent amounts raised locally; and, finally, a scheme of scholarships and exhibitions. The report contains much interesting information concerning the cost of different forms of instruction. During 1896-7 94 evening continuation schools (32 urban and 62 rural) earned, on the

average, £15. 11s. 2d. from the Education Department, and £7. 8s. 8d. from the County Council. But, it appears, while the schools in the urban districts received grants from the Education Department averaging £25, the rural schools secured £10. 18s. With these figures before them the Committee can adjust their scheme so as to avoid giving aid where it is not required, and helping the small schools to pay their way.

GRANTS were paid by the Cumberland Committee on 72 science and 42 art classes, amounting to £778. These classes earned £725 from the Science and Art Department. The average attendance per class at both the urban and rural evening classes in science was 7; at art classes 16 in the former and 9 in the latter. In technology there were 29 classes and 524 pupils, the average grant paid being £8. 14s. per class; at 54 ambulance classes there were 899 pupils examined, the total grant being £229.

In his attempt to demonstrate the folly of annual reports "A Southern Secretary," in another column, brings a strange motley of fact and fancy to support his argument. Our correspondent appears unable to distinguish between "county reports" or instructions issued for special purposes, which must of course be published according to requirements, and the annual report of a Technical Education Committee, which, like the annual report of the Education Department, or Science and Art Department, should be a complete record and review of a year's work. To argue that authorities spending large sums of money annually should not render some such collected account of their stewardship, or that it could be done by the National Association or the Special Inquiries Department, is simply nonsense.

THE difficulties suggested in the curious medley of times and seasons, beginning with "the County Council financial year ends on March 31," are in respect to the main question "as tithes of mint and anise and cummin." Given the disposition to issue an annual report, all these difficulties will disappear. We should be the first to welcome the appearance of annual reports immediately at the conclusion of the educational session. But because, owing to circumstances over which nobody has any control, a report is necessarily delayed, it is a poor reason for declining to issue one at all. If the administrative methods of a county education office are such that its annual report can neither be "an accurate record," nor "such as to enable one to readily comprehend the entire scheme," and "intelligently designed," it is not the "fetish" which is a folly, but the methods which are faulty.

ATHLOMANIA.

WE are glad to see that men of distinction and authority are beginning to protest against the athletic mania which at present rages in England, and is working and promising to work very serious mischief. It is indeed time for those who have a right to be heard to lift up their voices against an already grave and a widely growing evil. No sane person wishes to refuse athletics a place—and an important place—in our schools and colleges; but are they to have the first place in them? Is everything else to give way? Are assistant-masters to be chosen mainly for their excellence as sportsmen? The headmasters—are they presently to be selected for their prowess on the river or on the fields of cricket and football? Such is, assuredly, the present tendency; and it is a tendency that ought to be stopped. The position is becoming ridiculous—becoming comic, if it was not tragic!

To avoid periphrasis, we will venture to use the term "athlo-mania" to describe *this wild excess of passion for physical exercises and athletic contests*. It is convenient to have a single word as short as may be. Athlo-mania is the leading "educational" feature of the close of the nineteenth century. Generations ago, no doubt, games were most inadequately appreciated. Even one generation ago, they were very imperfectly arranged and organized. But at the present time in some schools they enjoy a monopoly, and in all, with few exceptions, they usurp a quite unreasonable and enormous share of interest and devotion.

But we do not now propose to treat of this question at large. We want specially to call attention to two facts that have lately come to our notice. One is, that preparatory schools are being started on a purely athletic basis—by men, as we are informed, of no pretensions to literary culture, and that profess none. The other is, that in some preparatory schools games are carried on rather for the pleasure and benefit of the masters than of the boys, which is surely a deplorable state of things. Of these two facts there may not yet be many specimens; but that there

are some there is no doubt, and that there will soon be more is certain, if the public will not set its face against teachers that do not teach, and places of education that do not educate.

Principiis obsta; venienti occurrere morbo.

The evil deserves some consideration before it spreads and prevails. It is already formidable.

Let us ask, then, if parents are willing that the schools to which they send their children should be gymnasia—not in any secondary sense, but literally and physically mere gymnasia? Do they assent and consent to the subordination of literary and other intellectual culture to mere bodily training, or, rather, to abandon mental culture in favour of bodily training? As we have said, no sane person nowadays would have the body undeveloped and neglected. Neither do we for a moment forget the value of well-managed games in forming character. But, as the old saying ran, "All work and no play makes Jack a dull boy"—what will all play and no work make of the said Jack? A yet duller boy, perhaps? Certainly an unsatisfactory and even offensive person—one lacking in many worthy interests—imperfectly, or not at all, provided with the means of arriving at any valuable conclusion on the great questions that concern citizens and patriots and men. But how monstrous that it should seem necessary to utter such truisms as these! Or is a truism to be defined as something that has ceased to be true—as what was once a truth, but has become decayed and obsolete—as a statement that has lost all its meaning and life? Are we drifting back into barbarism? The question may seem extravagant; but we submit that the rise of purely or mainly athletic schools is a phenomenon that justifies it. Such, we may suppose, were the academies of Philistia—all the leading academies of Gath and Askelon. In them the things of the mind went for little, the things of the body for much. Literary cultivation and the intellectual life, if heard of at all, were the objects of flouts and jeers. Words in their behalf met with a frankly bucolic reception.

*Dixeris hæc inter varicosos centuriones,
Continuo crassum ridet Vulfenius ingens,
Et centum Græcos curto centusse licetur.*

Perhaps, after all, we are never so far off from our old rough and rude ancestry as we think. Scratch us and the savage is quickly discovered. Atavism is a reality to be reckoned with. The "polite wisdom and letters" to which we "owe that we are not yet [*i.e.* still] Goths and Jutlanders," have to this day their instinctive and hereditary enemies, however under ordinary circumstances the enmity may be disguised and restrained. To many, literature is a bore and a nuisance. Let us clear our minds of cant, and look the fact in the face. Is the genuine Saxon—the Saxon of pure breed—really a highly intellectual animal? Happily for the English nation, many other elements besides the Saxon have combined to form it. But in the South at least the Saxon element predominates, and the much more important element, the Anglian—it was amongst the Anglians, and not amongst the Saxons, that a poetical literature first arose—is after all kindred to the Saxon. So in our race—perhaps in all races that now flourish, certainly in the French and unquestionably in the German—there yet lurks an old primitive antagonism to culture. Are we not often made conscious of it? Again and again do we not recognize it in the ambitions and in the careers of many of our countrymen? To the end of time knowledge will have its foes as well as its friends. To the end of time there will be persons, like the Duke of Norfolk in 1540, who prefer ignorance. "It was merry in England," said that disgusted old nobleman in the midst of the Renaissance, "before the new learning came up. Yea, I would all things were as hath been in time past." Thus we must always be prepared for recrudescences of barbarism, and, at the present time, we are front to front with one in the exorbitant athlo-mania that now so widely prevails. Is demoralization to be the rule *à la fin du siècle*?

To turn to our second fact: we hear of preparatory schools where the sports are kept up for the benefit of the masters rather than of the boys—where in all the matches the entire staff plays, along with just as many boys as are wanted to complete the team, all the rest of "our young friends" being left to look on or to play what game they can amongst themselves. The British parent is said to be of a long-suffering nature; will he suffer such an arrangement as this? Even the parent who is touched with the epidemic athlo-mania—what will or does he

think of it? It is in all ways desirable that masters and boys should play together; but surely it should be understood that in the playing field the masters are the guests rather than the hosts, so to speak—that they take part in the pastime of their pupils, rather than allow their pupils to take part in theirs. Surely, cricket and football clubs in preparatory schools are not founded primarily for the sake of the masters? It is strange indeed that such a question should have to be asked. But we believe it is necessary to ask it. We believe that some masters, in their eagerness for “sport,” are in imminent danger of forgetting their proper relation to school games—of becoming usurpers, and, so far as may be, monopolists! We strongly urge parents to keep an eye on these oblivious gentlemen, and to recall to their memories what is their right place in this department of school life. “Games for the boys” is, it must be allowed, a perfectly defensible cry; but “Games for the masters”?—i.e., for the masters first and mainly, with just enough boys to form a quorum!

No doubt it is a good and pleasant thing for a school to have a distinguished athletic record, and no doubt the assistance of adults in the persons of the masters is of great use in that direction. But are masters to be selected simply or mainly for their athletic prowess, and are they to form, as far as possible, the constituents of the Eleven or the Fifteen? These are questions for parents now seriously to consider—questions truly urgent and imperative. Should not all who really care for the fair and full development of their children’s minds, as well as their bodies, make a determined effort to have sports reduced to the proportion that befits them, and to remind such masters as need such a reminder of what is their proper relation to the said sports? “Philistia, be thou” not “glad of” us. “Upon Philistia will” we “triumph.” Or shall we have to revise certain famous lines, and read—

Let knowledge pine from less to less,
But more of muscle in us dwell.

UNIVERSITIES AND SCHOOLS.

OXFORD.

Owing to the regrettable and culpable failure of your correspondent to deliver his periodical account last month, there remains a whole term’s news to be communicated in this letter. From the educational point of view, there is a plentiful lack of incident to record. The work of the last few years—the Research degrees, the Honour School of English Language and Literature, the Day Training College, the new examination and Diploma in the Theory, History, and Practice of Education, and last, but not least, the prolonged, but unsuccessful, struggle to procure the admission of women to the B.A. degree—these efforts have, for the time, exhausted the legislative energy of the University. There seems a general agreement to maintain the *status quo* at present. The Congregations are sparsely attended, and do little but the routine business, mostly *nemine contradicente*.

I mentioned in one of my autumn letters that the question of a possible three years’ Honour course was again being raised in certain quarters, the suggested solution this time being, not to push back Honour Classical Moderations (which was the rock on which a previous attempt was wrecked), but rather to dispense with it altogether, to establish three elements in the final examination, viz.: History, Philosophy, and Scholarship, and allow options. This, at least, was *one* of the ideas which was discussed, for it cannot be said that there was anything definitely agreed upon, and the proposal has, so far, not passed beyond the stage of *pourparlers*.

One result, however, of these discussions was visible this term, which created some surprise and even amusement. Two gentlemen who were supposed to favour the new scheme (Mr. Ball and Mr. Farnell) had been nominated for the Board of Faculty of Arts; and an active canvass, dictated, it is supposed, by a fear of their revolutionary tendencies, in the direction indicated, was organized against them with success. This panic-bred plot (if there was a panic, and if there was a plot) seems rather absurd; the Board of Faculties does not offer many attractions to the aspirant; it performs dull though useful functions, and any scheme for reorganizing the Honour course would be threshed out in the Hebdomadal Council and hardly in the Board of Faculties. Moreover, the proposal is only in its initial stage, and before it is ever presented to the University in any shape it will have to secure a substantial support which will render any “packing” of the Board of Faculties quite nugatory.

The only actual change which has been carried this term deserving a

mention, is the institution of a *third* opportunity to candidates to pass Moderations, namely, at the end of the Lent Term. At present a candidate enters first at the close of his freshman’s year. If he fails, he can try again at Christmas; but those who fail at Christmas have to wait till June—i.e., for *two* terms. It is argued that in this way they waste not only the Summer Term, but also the Long Vacation. On the other hand, it is feared that those who pass the new examination at Easter, being *ex hypothesi* the weaker and less studious men, will have an unusually slack and enjoyable time in May. The proposal was carried in very small houses by very small majorities, which is unsatisfactory. Still, though not very important, the experiment is worth trying, and it will now be tried.

We are glad to see that a conference of Headmistresses is to be held in Oxford in October, to consider the question of the preparation of girls for University education. The invitation is issued by the Association for the Education of Women. The meeting will be presided over by the Master of Balliol; it is to last one day, and it is to be severely practical. Papers will be read on the preparations required for University studies in classics, English, science, and history, and one paper in each of these subjects will be read by a University teacher and a school teacher. As there are now two hundred resident students, who largely come from the best high schools, it is high time that the two teaching bodies should exchange ideas on what is so important to both of them.

An interesting experiment has been this term tried at Christ Church by one of the most distinguished of the Divinity Professors—Dr. Sanday. He has held meetings on Saturday evenings for papers and discussion, which all who are interested are invited to attend. The last meeting, on March 12, excited very great interest, as the Professor of Anthropology read a striking paper on Prehistoric Religion, which consisted mainly in a criticism on some of the views, notably in regard to totem-theories, contained in Jevons’ “Introduction to the Study of Religion,” and Frazer’s “Golden Bough.” The views of so distinguished an anthropologist naturally command the most serious attention, and it is hoped that Professor Tylor’s paper will appear in a more permanent and widely accessible shape.

CAMBRIDGE.

A most interesting lecture was given at the beginning of March by Mr. Yule Oldham, University Lecturer in Geography, on the North-West Frontier of India. The audience was large and distinguished, many being, no doubt, attracted by the presence of Sir George Scott Robertson, who took the chair. The gallant defender of Chitral supplemented the excellent discourse of the lecturer by a happy speech, in which he dwelt on the character of the frontier tribes, and expressed the opinion that the men of the hills, in India as elsewhere, are destined to give way before the men of the plains.

The Local Examination Syndicate have reported in favour of establishing a Diploma in Arts (D.A.) for external students who have passed through a prescribed course of Extension Lectures and of Local Examinations. The diploma is apparently to be obtainable by women as well as men, and may, perhaps, take the place (for a time) of the de-siderated degree for women students.

The Graces for the suspension, *sine die*, of the Professorship of Surgery, and for the establishment of a Readership in its stead, passed the Senate on March 10. The conversion of the Lectureship in Geography into a Readership was effected at the same Congregation. The appointment of the new Readers by the General Board of Studies will take place early in May.

The Cobden Club has for a number of years offered a triennial prize of £60 for an essay on some prescribed subject in economics. “In view of its many responsibilities,” the Club now proposes to substitute for this a prize of £20 and a silver medal.

The question of the abolition of Paley in the Previous Examination is to be brought before the Senate next month in such wise that both those who wish to see it eliminated *sans phrase*, and those who will only let it go if Old Testament History is substituted for it, will have the opportunity of showing their numerical strength. The voting is likely to excite much interest, and we shall probably have an influx of non-residents.

A keen discussion took place in the Senate on the proposed recognition of St. Edmund’s House as a place of general education for students destined for the secular priesthood of the Roman Catholic Church. Mr. McTaggart, Mr. Dickinson, and Mr. Tanner, as junior graduates professing to speak in the interests of Liberalism, denounced the proposal as an infraction of the “spirit of the Tests Act” of 1871. The University should decline to recognize any body of students who were already pledged to a belief. The case of Selwyn College was brushed lightly aside; it might have been a mistake to recognize a Church of England hostel, but, in any case, the Church of Rome was in a different position. All kinds of special claims to similar recognition would be made by other sects if this claim were allowed; we might even have a college for veterinary surgeons! Liberals who remembered the old struggle for the religious freedom of the University, like Dr. Butler, Dr. Jackson, Dr. Verrall, Mr. Austen Leigh, and others, were amazed at the attitude of

the juniors. The latter were striving to set up an agnostic test in place of the old test of creed. The "spirit of the Tests Act" involved the maintenance in the existing colleges of the worship of the Church of England, while it debarred no one from office or emolument because he did not belong to that Church. It was perfectly fair for the Roman Catholics to establish a hostel in which their own worship and discipline should be maintained, and the University should take no step to impose any, even the slightest, disability on those who preferred to observe these. Dr. Porter and Dr. Jebb, from the Conservative side, joined with the "old Whigs" in urging that the University would betray its principles if it refused the application. Mr. Sutcliffe and Baron von Hügel, as Roman Catholics themselves, pointed out that in every University in the world candidates for the priesthood were required by the law of the Church, which dated from the Council of Trent, to reside apart from other students, and to submit to a stricter discipline. They could not come to Cambridge at all unless the present application were granted. Roman Catholic laymen might now come freely to the other colleges, and the laity desired that their priests, who would be the early educators of these students, should themselves have received a Cambridge education. The weight of argument certainly appeared to rest with the seniors in this debate, and it is not likely that the Grace for the recognition of St. Edmund's, which is to be offered on May 12, will be rejected.

Seven colleges have now combined into one group for the Entrance Scholarship Examinations on November 1, namely, St. John's, King's, Emmanuel, Pembroke, Christ's, Caius, and Jesus. These offer about sixty scholarships and exhibitions in mathematics, classics, and natural science. Caius, King's, and St. John's also offer scholarships in history, modern languages, or Hebrew. Trinity has combined with Clare and Trinity Hall to hold a scholarship examination on the same date. Thus the competitions at the ten largest colleges will this year be simultaneous. Arrangements are made by which candidates may indicate the order of their preference for the several colleges included in the group.

Sir Ernest Clarke has communicated to the Vice-Chancellor an offer of Sir Walter Gilbey to provide a stipend of £200 for ten years for a Reader in Agricultural Science, who should act as Director of Studies in the Agricultural Department of the University. Sir Walter desires to attract the future owners and managers of land among Cambridge undergraduates to the study of the scientific principles of husbandry. He suggests that the present preliminary examination for the Diploma in Agriculture, which includes the elements of chemistry, physics, botany, zoology, geology, and physiology bearing on agriculture, should be recognized as a special examination for the ordinary B.A. degree for those who have already passed the Previous and General Examinations. A similar arrangement already exists in regard to engineering and to music. The proposed examination would certainly not be inferior in standard and scope to the other special examinations, and the suggestion has much to recommend it. The future landowner would probably study agricultural science in this sense with greater zest than he at present displays over history or political economy.

An influential meeting of Cambridge medical graduates has been held in London for the purpose of raising funds for the urgently needed rebuilding of the Medical Schools. Dr. Dickinson, Dr. Jebb, Dr. Hill, Dr. Macalister, and others, pleaded the cause with effect. In the end a large and representative committee was formed, the members of which pledged themselves to procure donations and subscriptions for the object in view. £20,000 is said to be required for the erection and equipment of the building. The University has provided an excellent site, but it has no funds for bricks and mortar.

Professor Giles has been appointed honorary keeper of the Chinese books given to the University by the late Sir Thomas F. Wade. The Maitland Prize for an essay on the Non-Christian Sects of India has been gained by D. M. Thornton, Trinity. The degree of Doctor of Science, *honoris causa*, has been conferred on Professor Pfeffer, of Leipzig, Croonian Lecturer of the Royal Society. Dr. Hill, Master of Downing, has been appointed a member of the Council of the Cambridge Training College for Women; and the Rev. and Hon. A. T. Lyttelton a governor of the Manchester High School for Girls. The Chancellor's Medal for English Verse is adjudged to G. W. Young, Trinity; three Porson Prizes for Greek Iambic Verse are awarded this year, namely to J. H. Marshall, King's, R. K. Gage, Trinity, and J. Toplis, Trinity. The Browne Medals go to T. G. Johnson, Jesus (Greek ode), N. C. Armitage, Trinity (Latin ode), and J. Toplis, Trinity (Greek epigram). The Director of the Art Museum, South Kensington, has been appointed an Elector, *ex officio*, to the Slade Professorship of Fine Art. Professor Ewing, F.R.S., Trinity, and Professor Kanthack, St. John's, have been elected to Professorial Fellowships at King's College. It is stated that Mr. R. T. Glazebrook, F.R.S., Bursar of Trinity, has been appointed Principal of University College, Liverpool, in succession to Dr. Rendall, the new Headmaster of Charterhouse.

LONDON.

Death has removed another distinguished figure in the person of the great physician Sir Richard Quain, Bart., M.D., F.R.S. Sir Richard

had been lying dangerously ill for some time, and the end came on March 13, when he had just passed his eighty-first year. In 1837 he entered the medical school of University College Hospital, and he greatly distinguished himself at London University, where he took the degree of M.D. in 1842. Sir Richard became Vice-President of the Royal College of Physicians, and, in 1891, President of the General Medical Council. He accomplished much good work in the cause of medical education and the well-being of his profession. Sir Richard's aid was most valuable in enlarging and correcting the "British Pharmacopœia." In 1882 he brought out his "Dictionary of Medicine," which has had an extraordinary sale, and has come to be regarded as a trustworthy guide to non-professional people in medical matters.

Sir Richard Quain's death creates a vacancy on the Senate of the University, and it falls to Convocation to fill it. At the moment of writing no public nomination of any candidates has been made, but it is far from improbable that the election will once more turn on the now highly complicated question of Reconstitution, and afford an opportunity for the expression of the opinion of the graduates on the new London University Bill.

This Bill has duly passed the third reading in the Lords, where, as anticipated, it met with no opposition. Archbishop Temple, according to the Press reports, has again forced his will on the Government in the form of an amendment that met with universal condemnation—viz., to add the words as "far as practicable" to the provision for equality of standard in the two examinations for degrees for internal and external students respectively. This seems not only weak on the part of the Duke of Devonshire, but a clear departure from the "compromise" embodied in the schedule to the Bill, which also contains two other transgressions of the "compromise," both being by way of increasing the influence of the London teachers. A seat on the new Senate of fifty-five is taken from the Crown and given to the City and Guilds Institute; and the examiners appointed by the University are now cut out from the "Faculties," thus removing a somewhat independent element from the body of University teachers, and, in proportion, strengthening their power. These points ought most certainly to be rectified in the Commons, together with other points of important detail, previously indicated in the *Journal*, which are essential to lay a sound and stable basis for the permanent and harmonious development and working of the two diverse functions of the reconstituted University.

Among these provisions, which would go far to disarm the strong opposition still existing among the graduates, are: (1) Convocation to vote for Senate in a body, as hitherto, and not by Faculties, as proposed, the seats, of course, being distributed among the Faculties; (2) a definite clause precluding the Senate from abrogating, in the future, the provision of the schedule (this is in the new Bill vaguely conceded); (3) omit power to grant honorary and *ad eundem* degrees to teachers of the University; (4) neither party to an appeal before the Privy Council to pay costs of the other party; (5) Convocation to consist solely of graduates who have graduated in the ordinary course; (6) external students to be admissible to final or degree examinations of internals, should they desire it; (7) External Council, which will be mainly composed of Convocation Senators, should have the right to consult the Academic Council on matters affecting the educational interests of the external students; (8) the clause "No disability shall be imposed on the ground of sex" should be amended by the addition of "on any student" after "imposed"; (9) all final examinations for degrees, both for Honours and a Pass, to be identical for all students in those subjects which are of so definite a nature that identity would involve no educational disadvantage to either class of student—e.g., Classics, Mathematics, and others to be agreed upon; (10) no person to act as examiner in any subject whilst acting as a teacher of the University in that subject or within a year of having so acted; (11) omit the words "if practicable" in the provision to add one external examiner in each subject at each examination.

None of these changes can fairly be considered as inconsistent with the essential principles of the advocates of the teaching University, and they would probably remove the apprehensions of those who foresee in the future the inevitable decline of the influence of the non-collegiate or independent element, and the decay of those characteristics which have made the University what it is.

This question of inserting such further amendments in the Commons by consent of both parties to the controversy is really the key to the situation, as I am informed that very serious opposition is to be expected, and, as the question bristles with highly controversial points, the Government may be not unwilling to curtail such discussion as far as possible.

It is stated that the Irish members will oppose the Bill, and that very sturdy opposition will come from the Welsh members, many of whom take a keen interest in the independence and impartiality of educational tests. The London Press is not unanimous in favour of the Bill. The *Morning Post* has printed several long and cogent letters, indicating the points needing securities, and the other day had a leading article expressing the opinion that the arguments in favour of the teaching University have no real weight. Certainly the feeling against establishing it in London itself is gathering force. The scholarly and witty diarist in the *Cornhill* for March writes: "Should not the excited

behaviour of the Parisian students give pause to the gentlemen who are for departing from the wisdom of our ancestors by setting up a University in the capital? We do not want undergraduates parading Pall Mall and Piccadilly shouting an English version of "Conspuez Zola." An evening contemporary writes: "It was long ago discovered that the true University does not flourish in a town which is of too great municipal position, still less in a capital that is of national importance. These were the views of founders in the interests of their scholars and professors. . . . We know something of our medical students. Paris could tell us a little about her turbulent enthusiasts. Municipal authorities in Oxford and Cambridge can add a word of warning, even at the end of centuries of experience in harbouring the heirs of the nation's knowledge in their bosoms. The undergraduate needs more than lecture-room and council-chamber. He wants to 'spread himself' occasionally. He needs a fairly large expanse of country. Our traffic is quite large enough for us to manage as it is, without the addition of a score of Proctors and their 'bull-dogs' chasing Verdant Greens across Trafalgar Square."

It is clear that, if the teaching University of the future is to be a reality, and to give London a vast increase of collegiate students bound together by close ties of fellowship and *esprit de corps*, there is much weight in these considerations. It has been suggested to me that the new University should be situated in some fairly open suburb or outlying district, such as Dulwich (or I would suggest Wimbledon), and should absorb some old foundation and endowment which at present there is difficulty in expending in educational work. Would it be possible to hold the added teaching in such a locality, leaving the present colleges to go on as at present in their own buildings, or occasionally send their students and professors to the main buildings? Doubtless residential halls for students would in time spring up, and the advantages of their being out of London are too patent to need mention.

New regulations for the Preliminary Scientific and Intermediate Science Examinations have been framed, and are now ready, and will take effect in 1900. Thus the regulations issued last year to come into force in 1899 will have a life of one year only. The change in Intermediate Science is highly important, and is evidently being made to some extent in deference to the protest against linking Zoology and Botany together as one subject, as in the 1899 regulations. Your readers will remember that by the recently issued regulations only three subjects need be taken for a Pass or Honours, respectively, at Intermediate Science in 1899, out of the four: (1) Mathematics; (2) Experimental Physics; (3) Inorganic Chemistry; and, (4) Botany and Zoology. Thus those who are lucky enough to be able to come up next year need offer only (the first) three subjects, and those who have taken their B.A. need not be re-examined in mathematics, and thus have only two subjects to dispose of.

By the revised edition of this revised syllabus, which comes into force in 1900, candidates will be examined for a Pass in any four out of the following six subjects: (1) Pure Mathematics; (2) Mechanics; (3) Experimental Physics; (4) Chemistry; (5) Botany; and (6) Zoology; or for Honours in any one or more of the following: Pure Mathematics and Mechanics; Experimental Physics; Chemistry; Botany; Zoology. A candidate who passes this examination in Physics, Chemistry, Botany, and Zoology, taken together, will be admissible to the Intermediate Examination in Medicine as if he had passed the Preliminary Scientific (M.B.) Examination. A candidate who has passed in both Physics and Chemistry, or in both Botany and Zoology, will be exempt from examination in the corresponding section of the Preliminary Scientific, subject to the regulations governing Honours at that examination. It should be noted that new syllabuses in Mechanics and Botany, both for a Pass and Honours, have been drawn up for Intermediate Science. The Pass syllabus for 1900 contains a good deal of new matter, some of it taken from the B.Sc. syllabus—*e.g.*, Uniform Motion in a Circle, the Pendulum, Harmonic Oscillations, Equilibrium of Liquids, &c., Work and Energy, Impact. Other new matter is: The Determination of Stresses in Simple Jointed Frames; the Simpler Linkages; and the Theory of Statics and Dynamics is more definitely required. There will be two papers in Mechanics instead of one in Mixed Mathematics. Turning to the Honours syllabus, we note the addition of Theories of Projection and Reciprocation, the Elements of Algebraic Geometry of Three Dimensions, including questions on Surfaces of the Second Order referred to their Principal Axes. The Calculus is defined as "including Simple Ordinary Differential Equations." "Statics and Hydrostatics" are now asked for without any limitation. A final addition is: "The Theory of the Potential, including Applications to Gravitation and Electrostatics, treated by Simple Methods." Exception has been taken, and naturally, to the words "and Electrostatics" for an examination in Mixed Mathematics.

In the Honours syllabus in Chemistry, instead of Inorganic Chemistry, simply "Chemistry" is now prescribed. The changes in the Botany syllabuses, both for Pass and Honours, are very great, and, taken in conjunction with the unique severity in this subject at every examination from Matriculation to B.Sc. Honours, will probably deter any large number of students from entering, unless there is a change of methods or *personnel*. In the Pass two papers will be set instead of one. One marked feature of the change is the very detailed particularization under "Special Morphology and Taxonomy," in which the morphological and

physiological characteristics of a very large number of orders are required. The syllabus is completely recast, and students must carefully study it for themselves. The requirements for the practical examination are considerably more exacting also; in fact, what is asked of Pass candidates in 1900, and after, in practical work is exactly what is required of Honours candidates in 1899. The general curricula under the three heads of Anatomy and Histology, Physiology, and Morphology for a Pass in 1900, and after, are also, word for word, identical with those for Honours in 1899. No change has been made in Zoology or other subjects.

In the new syllabus for Preliminary Scientific (M.B.), the only change in the Pass range is the substitution of "Chemistry" for "Inorganic Chemistry." The same holds good with regard to Honours Chemistry. The other change is that the Honours requirements in Botany are identical with those described above for Intermediate Science Honours.

It is well known that the receipts from fees cover the vote required to defray the expenditure of the University. In the year 1897-8 the fees amounted to over £17,000. For the year we are now entering upon an increase of about £1,000 is expected. A sum has been allowed for the compilation of the hand catalogue of the Library, the work for which is being proceeded with.

Dr. Benham, one of the Examiners in Zoology, has resigned his appointment on his nomination to the Chair of Zoology in the University of New Zealand. The University has lent its portrait of Mr. Grote for the East London Millais Exhibition. Mr. Busk has been reappointed as representative of the Senate on the Council of the Ladies' College, Cheltenham. Delegates will represent the University at the Sanitary Congress proposed to be held at Birmingham in September next, and at the Ninth International Congress of Hygiene, to meet at Madrid from April 10 to April 17. An arrangement has been made with the Royal College of Science for the occasional mutual loan of apparatus.

The Council of the Finsbury and City Teachers' Association have passed a resolution to the effect that teachers in all grades of schools should (under the University Bill) be represented on the governing body of the University, and that the Council view with apprehension "the apparent attempt to reduce the value of the degrees of the University." Mr. Balfour gave an unfavourable reply to Sir C. Dilke's query as to whether amendments could be inserted to place the examinations in the hands of independent examiners, and the Duke of Devonshire does not show any disposition to insert amendments, although, as has been shown above, he has himself seriously disturbed the arrangement that had been arrived at by negotiations, and to which he was pledged. H.

SCOTLAND.

Principal Geddes has, after all, made no proposal with reference to Professor Johnston's case, so that we are still in the dark as to the expedient that may have occurred to Sir William as a means of getting rid of the Johnston difficulty. A not less pressing difficulty is that raised by a condition attached to the anonymous gift of £10,000 to Aberdeen University Extension Fund; the donor, whoever he may be, insists that Greyfriars Church, which stands inside the quadrangle of Marischal College, shall be retained as part of the College front, and the proposal is the subject of somewhat acrimonious discussion. On the one hand, it is contended that to retain the church will ruin the original design; on the other, that an attempt is being made to use Greyfriars Church as a means of making a future extension of Marischal College impossible. This is said to be the desire of those that are opposed to the transference of all the King's College classes (in Old Aberdeen) to Marischal College (in the new town). Mr. Cullen, of Aberdeen University, and Mr. Melville, of Edinburgh University, have received the second and first prizes respectively offered for competition among the students of the Scottish Universities by Miss A. F. Yule, through the Education Committee of the Scottish Branch of the Franco-Scottish Society, for the best essays on the history and characteristics of the Scottish Universities.

The entrance examination does not seem to be perfect as a means of excluding students of immature intellect. The other day an arts student of Aberdeen University was sentenced to a month's imprisonment for putting obstructions on the railway. He put coal on the line to see it broken by passing trains!

Professor Seth, Edinburgh University, has succeeded to the estates of Haining, &c., and the whole personal estate of Mrs. Pringle Pattison, taking the names Pringle Pattison in addition to his own. The will is to be contested on the ground that the testatrix was insane.

Mr. Henley's essay on Burns is still a theme for discussion. Several are curious to know whether the essay would have taken quite the same form if Mr. Henley had got the English Chair in Edinburgh University.

Speaking of chairs, it is amusing to note the literary output of the candidates for the Moral Philosophy Chair in Edinburgh University. They are making haste to show their paces.

Sir William Fraser has left £25,000 to found a Chair of Ancient History and Palaeography in Edinburgh University.

The work of the Edinburgh Town and Gown Association received a useful fillip from the conference held at Westminster. One part of the operations likely to be usefully stimulated is that connected with the provision of collegiate houses for colonial students. Last year there were at Edinburgh University 227 colonial students.

Sir Wm. Priestley, M.P. for the Universities of Edinburgh and St. Andrews, has given £1,000 to defray the cost of cleaning and re-decorating the ceiling of the library in Edinburgh University.

Professor John Glaister, St. Mungo's College, Glasgow, has been appointed Professor of Forensic Medicine in Glasgow University.

Some time ago attention was drawn to the Muirhead Bequest for the founding and maintenance of an institution for the instruction of women in physical and biological science, so that they might be fitted to become medical practitioners, dentists, chemists, electricians, &c., and to the difficulties experienced by the trustees in attempting to carry out the testator's purpose. The trustees have applied to the Court of Session to obtain judicial sanction to a scheme for the administration of the trust, and the Court has decided that the trustees must carry out Mr. Muirhead's intention if they can. What underlies the proceedings is this. The general medical education of women is already well provided for in Glasgow, and the establishment of an institution on the lines proposed by Mr. Muirhead would probably injure the existing school without achieving any compensating good, while the £35,000 available under the trust could be usefully employed in providing facilities additional to those already existing.

The Educational Institute has made another attempt to have modern languages placed on a footing of equality with Latin and Greek at the bursary examinations (at present the marks assigned to each of the subjects English, Latin, Greek, and mathematics are double the marks assigned to any other subject), but the University authorities are not disposed to make any alteration in the plan approved by the University Commissioners.

Glasgow University Court has resolved to appropriate for competition, *without restriction as to sex*, all the open bursaries tenable in arts, science, and medicine that have taken effect prior to August 30, 1864.

According to a letter addressed to Lord Balfour of Burleigh by the Marquis of Bute, the case of *Macgregor v. St. Andrews University* Court is to be appealed, and it will depend upon the result of that appeal whether a Bill will be introduced into Parliament, *which Bill will be introduced in subsequent Sessions if it does not pass in the first*. On the other hand, if University College, Dundee, would consent to an incorporation modelled upon that of St. Mary's College, I presume that this union would be sanctioned by an unopposed Act of Parliament, that all idea of an appeal in the case of *Macgregor v. St. Andrews University* Court would be dropped as a matter of course, and that there would be no further difficulties of any kind between St. Andrews and Dundee College.

The University Court of St. Andrews has resolved to establish a Chair of Anthropology and Anatomy and also a Chair of Physiology. The report of the committee appointed to consider the past and present action of President Donaldson in relation to the University has been received by the Court and read, but its contents are still hidden from a curious public. Lord Bute stated that he was willing to provide the salary for the Lectureship on Post-Classical and Modern Greek for five years further, in the event of the present lecturer being retained in office for that period, and also to pay the salary of Miss Umpherston as Lecturer on Physiology for an additional period of two years in the event of the Court being unable to do so from the University funds.

There are ominous rumours that one of the first uses one at least of the Universities will make of the freedom of action now granted to the Scottish Universities will be the extrusion of education from the lists of subjects that qualify for the M.A. degree. Any such action would have a deplorable effect on the status of the subject, and rumour, it is to be hoped, is now, as often, a lying jade.

The Edinburgh Academy gave an excellent performance of the "Alcestis"; three years ago the "Antigone" was the play produced. Such a performance is of the rarest on this side of the Tweed, and the Academy is to be congratulated on its enterprise.

Mr. Morland Simpson, Rector of the Aberdeen Grammar School, complains that boys coming from the elementary schools know nothing of the history of their country; that some have never heard of William Wallace. There can be no doubt that history has been sacrificed to pseudo-science, and one is glad to note that the new code does something to encourage the study of history. We commend to the elementary teachers a notable passage in "Guesses at Truth." "The teachers of youth in a free country should select those books for their chief study—so far, I mean, as this world is concerned—which are best adapted to foster a spirit of manly freedom. . . . Is this to be learnt from the investigations of science? Is it to be picked up in the crucible—or extracted from the properties of lines and numbers?"

Dr. Rogerson, the honoured Headmaster of Merchiston Castle School, is retiring from the post he has so long adorned, though he will still retain his office of managing director.

Glasgow School Board has resolved: "That this Board, having in view the serious evils arising from the early age at which children leave

school, resolve to urge upon Parliament such an alteration of the law as will secure that children shall not leave school until they have reached the present legal age limit of fourteen years or have passed the sixth Standard and are thirteen years of age." Educationists are pretty well agreed on the necessity of such a change in the law, but Parliament may take a very different view of the desirability of imposing further restrictions on the liberty of parents.

Giving evidence before the Committee of Inquiry of the Educational Institute of Scotland, Mr. Arnott, Clerk to the Edinburgh School Board, said that Edinburgh district had far too many bursaries, and that there was no ardent desire among the public to take advantage of the facilities for higher education. With regard to the system of examinations, he suggested that in the elementary schools inspectors appointed by Government should make their visits to the schools at any time and as often during the session as they thought proper, and leave the headmaster and the Boards to draw up a course of instruction suitable not only for the school, but for the district in which the school was situated. Teachers complained of the requirements of the drawing schedule as being excessive, but they did not seem agreed on the alterations that should be made in the scheme of work drawn up by the Department for the different standards.

ASSOCIATION OF TEACHERS IN THE SECONDARY SCHOOLS OF SCOTLAND.

[By a resolution of the Association, at the Annual Meeting on November 23, 1895, the "Journal of Education" was adopted as the medium of communication among members of the Association.]

On March 18 the Aberdeen Branches of the Secondary Teachers' Association and of the Educational Institute held a joint meeting in the Grammar School. There was an excellent attendance of both elementary and secondary teachers, and, in the absence of Professor Trail, the chair was occupied by Mr. Alexander Brenner. A discussion on primary and secondary education was the business on the programme, and opening papers were read by Mr. John Adams, Rector of the Free Church Training College, and by Mr. H. F. Morland Simpson, Rector of the Grammar School. At the outset of his paper Mr. Adams dealt with the distinction usually drawn between primary and secondary work, and pointed out that there was no really fundamental difference between them. Mr. Adams thereafter considered in detail the question of the stage at which a boy should pass from the primary to the secondary school, summing up with the conclusions that a boy intended for the University should leave the primary school for the secondary, if possible, on entry to Standard V.; that boys likely to have only two years at school after Standard VI. should have only an ex-standard course, and should not enter a secondary school at all; and that primary schools in town should not attempt secondary work leading up to the University.

Mr. Simpson agreed with Mr. Adams in maintaining that a boy ought to begin his secondary course at the stage of Standard V. In order to secure the boys for the secondary school at this stage, he advocated the freeing of education all round up to the age and standard which the law regarded as final in elementary schools. Under present conditions pupils coming from such schools showed great diversity in the specific subjects they had studied, and great inequality of attainment even when the same subjects had been studied and for the same length of time, and this, too, in the case of pupils who were nominally at the same stage of their school course. Payment by results was largely responsible for the chaotic state into which the study of specific subjects had fallen in elementary schools.

After some discussion, the meeting terminated with votes of thanks to Mr. Adams and Mr. Simpson.

IRELAND.

Although it is certain that no legislation with regard to Irish University education will be attempted this Session, it is plain that the debate which took place on the amendment to the Address has advanced the question to a more definite stage. Mr. A. Balfour, while unchanged in his own belief in the justice and necessity of granting a Catholic University, seemed considerably impressed by the opposition to the proposal which has arisen recently from the Orange section in Ireland and the Nonconformists in England; and his speech was rather an appeal to the House to allow such a measure to pass than an assertion of any intention on the part of the Government to introduce it in the teeth of opposition.

The Nonconformist objections, however, were the means of clearing away a good deal of vagueness as regards the constitution of the proposed University. The discussion brought to light the fact that much unprejudiced opposition arose from the total want of any guarantee that efficient education would be given in return for the expenditure of a large sum of money.

It did more: it showed that even the supporters of the principle

themselves, such as Mr. Balfour, Mr. Lecky, Mr. Morley, and Mr. Courtney, were not willing to grant a Catholic University without such guarantees. The object in granting it—the improvement of Catholic education—would, in fact, without guaranteed efficiency, be defeated.

Mr. Courtney proposed in the debate that after the first ten years all appointments to fellowships, professorships, and to the governing body should be made from the graduates of the University, who had gone through a long course of study and had won the appointments in open competition in scholarship, by examination or otherwise—a system, in short, resembling that of Oxford and Cambridge or Dublin. In this way the teaching and direction of the University would be in the hands of scholars devoting themselves to an academic life. Of course, the whole standing of the University, and its success, would depend on the scholars so produced really receiving high training and education within its walls.

It is now announced that since the debate the bishops have been in consultation with Mr. A. Balfour on this question of the constitution of the proposed University. In fact, the possibility of the measure being introduced at all seems now to depend on whether the bishops will accept such a scheme as will satisfy the statesmen who are willing to promote legislation, or not.

It is said that the bishops have stated that they are willing that the University shall be open to students of all denominations, and the professorships also open, with certain specified exceptions. They are willing that not more than one-third of the governing body shall be clergymen, the remainder being laymen, and not necessarily Catholics. The question of the election of the governing body is still uncertain. The Government, it is said, desire to appoint it at the outset, and also, even when there is a body of students formed capable of electing a Senate, to have the power still to nominate certain members. This, it is probable, would be objected to. So far nothing has transpired as to whether a definite test of scholarship for fellowships and professorships, such as Mr. Courtney suggested, has been accepted or not by the bishops.

The point in the whole of this matter that strikes an outsider is that the negotiations are carried on between the bishops and the Government without, apparently, the laity being consulted—the people for whom, and for whose children, the University is being founded. It is to be hoped that the laity will show some independence, energy, and intelligence at this important juncture, and ask for such a constitution as they really desire and would have confidence in.

Professor Mahaffy has been speaking on the question recently at Belfast. His remarks are almost the first public utterance we have had on the subject from Trinity College, with the exception, of course, of the members for Dublin University. He strongly emphasized the well-known objections of Trinity to any Catholic college being affiliated to it, and to the governing body's being altered to receive Catholic representation; but he said that he and his colleagues trusted the assertions of all parties that Trinity was not to be touched. He remarked that it depended on the College itself not going to sleep, but keeping abreast with the times, whether it would retain a high academic position or not. This was a remarkable admission from Professor Mahaffy, who always loyally paints his University in very roseate hues. His remarks concerning the Irish Catholics were ungenerous and offensive. He spoke as if none existed of the class capable of taking advantage of University education, and said that, from his experience, he considered that higher education could not be given to people of a lower class in Ireland without doing far more harm than good, though such education might be given to such classes in other countries with advantage. These statements are as groundless and as easily disproved by facts as many of Professor Mahaffy's other dogmatic assertions and pet prejudices.

The death of Mr. Carson, one of the oldest of the Senior Fellows, has made some changes in Trinity College. Mr. Gray has become Senior Fellow. Professor Tyrrell has given up the professorship of Greek, which is now taken by Mr. Bury, perhaps the most brilliant scholar the College possesses. He has up to the present been Professor of History.

Many rumours are afloat of impending changes in the Intermediate system. The long-continued dissatisfaction with the results it has produced has at length borne fruit. The Board are themselves meditating large alterations, one of which is believed to be the introduction of inspection, and the doing away with the present results fees system. It is also rumoured that the senior grade will be abolished, and that there will be much larger attention and encouragement given to science. The educational bodies have presented memorials asking that they may be consulted in the changes, but, so far, the heads of schools and teachers have not been communicated with. It would be a grave mistake if important changes were made without laying them first before those whom they vitally affect, and whose opinion experience ought to make valuable. The system of inspection is full of difficulties. Good inspectors are hard to obtain, particularly in special subjects. Moreover, all the jealousy of schools and sects would immediately break forth, and there would be large openings for unfairness and deception.

The Royal Dublin Society appointed a committee to examine the position of science under the system last year; and this committee has drawn up a series of suggestions which have been laid before the Lord

Lieutenant, and have obtained his approval. It is being urged that a Royal Commission should be appointed to inquire into the working of the system, but the Board are unfavourable to this course. The Technical Education Association in their last report, after an indictment against the Intermediate, demand a Royal Commission. Mr. Balfour, questioned in the House lately, replied that he was not prepared at present to recommend that course.

It is being urged that the new Irish Local Government Bill affords a good opportunity for the enforcement of compulsory education in Ireland. In the Act of 1892 the compulsory clauses only applied to such places as possessed permanent local authorities who could carry out the provisions. These places, at present 119 in all, have only in some instances appointed school-attendance committees, and where the latter are practically working great good has been effected. But the majority have not put the clauses into force, either on account of the exclusion of the Christian Brothers' schools, or because they have no funds which they think they can legally use for the purpose.

The Act of 1892 stated that, if Councils, similar to the English, were introduced into Ireland, compulsion should be extended to rural districts.

It is hoped that this will now be made one of the functions of the proposed rural District Councils, as it will be of the urban, and that the means for defraying the cost will be fixed. Mr. Balfour, in reply to Mr. Field, has already stated that the matter is under the consideration of the Government. It would be but a small addition, as the urban District Councils will have such powers.

The Government have declined to extend the time appointed for the national teachers to give in their acceptance of the new pension rules beyond the original limit, *i.e.*, this April. They have, however, expressed their willingness to give time for the discussion of the rules. Mr. Balfour has stated that the fund is bankrupt to the extent of £1,000,000, but, as usual, no adequate explanation of this assertion is given. It is supposed that it is by looking far ahead into future claims on the fund that this estimate has been reached. It is proposed that some of the deficiency shall be met by raising the amount of the teachers' contributions, and by reducing the largest pensions.

The teachers have taken legal opinion as to whether the Government have not a contract with them by the old rules, under which they have been induced to enter the profession, and that, therefore, it is not competent to the Lord Lieutenant, without an Act of Parliament, to sanction and enforce the new rules if the teachers object. Counsel's opinion is, on the whole, adverse to this view. It declares that the Lord Lieutenant has not this power as regards the raising of the teachers' contribution, but that he has as regards other portions of the rules; moreover, that, if the new rules were established, the teachers could not obtain legal redress, or get the amounts guaranteed under the old rules paid to them. The hopes of the teachers, therefore, rest on the strong support of the Irish members—all of whom are in their favour—in the House. That support was sufficient to obtain the payment of the arrears, and it is to be hoped it may effect as much in this case this Session.

BEDFORD COLLEGE, LONDON, FOR WOMEN.

Miss Ethel Hurlbatt, appointed Principal on the resignation of Miss Emily Penrose, will enter on her duties at the beginning of the Easter term. At a recent meeting of the Council, Arthur Bernard Cook, Esq., M.A., Fellow of Trinity College, Cambridge, was appointed to the Professorship of Ancient History vacated by Miss Penrose, and W. H. Marett Tims, Esq., M.D., M.S., to the Professorship of Zoology, resigned by Dr. Benham on his appointment to the Chair of Zoology in the University of Otago, New Zealand.

At the January examination for Matriculation at the University of London, J. M. Allen, E. L. Calkin, A. M. Newton, and A. M. Sorabji passed in the First Division, M. L. Lees and F. E. Taylor in the Second. At the Preliminary Scientific Examination, B. M. Kidd passed in the First Division.

SCHOOLS.

PORTSMOUTH HIGH SCHOOL.—An entrance scholarship for Girton, of the value of £30 for three years, has been awarded to Kate Edwards on the results of the Cambridge Local Examination held in December, 1897. Of the fourteen candidates seven Senior and seven Junior entered for the Cambridge Local Examination in December last. Twelve have passed, of whom four were over age. The following are the results:—Seniors: Class I., Kate Edwards, distinguished in Religious Knowledge, Latin, and French; Class II., Fanny West; Class III., Isabel Smyth, distinguished in French and Drawing; satisfied the examiners, Edith Ascough, Bessie Handley, Ethel Roffey. Juniors, Class III., Madeline Chapman; satisfied the examiners, Grace Stares, Mary Andrews, Ethel Barr, Daisy Gloyne, Mabel Smith.

MR. EDWARD ARNOLD'S EDUCATIONAL LIST.

ARNOLD'S SCIENCE MANUALS.

General Editor—Prof. R. MELDOLA, F.R.S.

THE CALCULUS FOR ENGINEERS. By Prof. JOHN PERRY, F.R.S. About 400 pages. Second Edition. Crown 8vo, cloth, 7s. 6d.**ELECTRICAL TRACTION.** By ERNEST WILSON, Wh.Sc., M.I.E.E., Assistant Professor of Electrical Engineering in the Siemens Laboratory, King's College, London. Crown 8vo, cloth, 5s.**STEAM BOILERS.** By GEORGE HALLIDAY, late Demonstrator at the Finsbury Technical College. With numerous Diagrams and Illustrations. Crown 8vo. 400 pages. 3s.

ARNOLD'S SCHOOL SHAKESPEARE.

General Editor—J. CHURTON COLLINS, M.A., assisted by Special Editors in the preparation of the different Plays as follows:—

KING LEAR. By the Rev. D. C. TOVEY, M.A., late Assistant-Master at Eton College. 1s. 6d.**ULIUS CAESAR.** By E. M. BUTLER, M.A., Assistant-Master at Harrow School. 1s. 3d.**MACBETH.** By R. F. CHOLMELEY, M.A., Assistant-Master at St. Paul's School. 1s. 3d.**MERCHANT OF VENICE.** By C. H. GIBSON, M.A., Assistant-Master at Merchant Taylors'. 1s. 3d.**TWELFTH NIGHT.** By R. F. CHOLMELEY, M.A. 1s. 3d.**MIDSUMMER NIGHT'S DREAM.** By R. B. JOHNSON. 1s. 3d.**AS YOU LIKE IT.** By S. E. WINBOLT, B.A., Assistant-Master at Christ's Hospital. 1s. 3d.**KING HENRY V.** By S. E. WINBOLT, B.A. 1s. 6d.**THE TEMPEST.** By W. E. URWICK, M.A., Assistant-Master at Manchester Grammar School. 1s. 3d.**HAMLET.** By W. HALL GRIFFIN, Professor of English Literature at Queen's College, London. 1s. 6d.**RICHARD III.** By F. P. BARNARD, M.A., late Headmaster of Reading School. 1s. 6d.**RICHARD II.** By C. H. GIBSON, M.A. 1s. 6d.**CORIOLANUS.** By R. F. CHOLMELEY. 1s. 6d.**KING JOHN.** By F. P. BARNARD. 1s. 6d.

ARNOLD'S BRITISH CLASSICS FOR SCHOOLS.

General Editor—J. CHURTON COLLINS, M.A., assisted by Special Editors in the preparation of the different Works, as follows:—

SCOTT.—LADY OF THE LAKE. Edited by J. MARSHALL, M.A., Rector of the Royal High School, Edinburgh. With Introduction, Notes, and Questions. Cloth, 1s. 6d.**SCOTT.—LAY OF THE LAST MINSTREL.** Edited by G. TOWNSEND WARNER, M.A., Fellow of Jesus College, Cambridge; Assistant-Master at Harrow School. Cloth, 1s. 3d.**SCOTT.—MARMION.** Edited by G. TOWNSEND WARNER, M.A., Assistant-Master at Harrow School. With Introduction, Notes, and Questions. Cloth, 1s. 6d.**MILTON.—PARADISE LOST.** Books I. and II. Edited by J. SARGAUNT, M.A., Assistant-Master at Westminster School. With Introduction, Notes, and Questions. Cloth, 1s. 3d.**MILTON.—PARADISE LOST.** Books III. and IV. Edited by J. SARGAUNT, M.A., Assistant-Master at Westminster School. With Introduction, Notes, and Questions. Cloth, 1s. 3d.**BYRON.—CHILDE HAROLD.** By the Rev. E. C. EVERARD OWEN, M.A., Assistant-Master at Harrow School. 2s.**MACAULAY.—LAYS OF ANCIENT ROME.** Edited by L. R. F. DU PONTET, B.A., Assistant-Master at Winchester College. With Introduction, Notes, and Examination Questions. Cloth, 1s. 6d.**THE ANALYTICAL DRAWING SHEETS.** By W. H. HOWARTH, Certified Master under the Science and Art Department; and A. W. F. LANGMAN, Inspector in Drawing under the School Board for London. The Series consists of Seven Sets, each of Twenty-Four Sheets (except Set II., which has Twelve Sheets), on stout paper, size 20 in. by 15 in., and the Sets are supplied flat in large envelopes.

Prices: Sets I., III., IV., V., VI., VII., per set, 3s. 6d. net. Set II., 2s. net. Sets I.-VII., complete in well-made box, 25s. net.

FRENCH TEXT-BOOKS FOR READING.

The following Volumes are all carefully prepared and annotated by such well-known Editors as Mr. F. TARVER, J. BOIELLE, &c., and will be found thoroughly adapted for school use:—

ALEXANDRE DUMAS' VINGT ANS APRÈS. 3s.**FRENCH REVOLUTION READINGS.** 2s. net.**MODERN FRENCH READINGS.** 3s.**STAHL.—MAROUSSIA.** 2s.**RICHEBOURG.—LE MILLION DU PÈRE RAULOT.** 2s.**BALZAC.—UNE TENÉBREUSE AFFAIRE.** 2s.**HUGO.—QUATRE-VINGT-TREIZE.** 3s.**DUMAS.—MONTE CRISTO.** 3s.**DUMAS.—LES TROIS MOUSQUETAIRES.** 3s. 6d.**GRÉVILLE.—P. 3DUE.** 3s.**FRENCH WITHOUT TEARS.** A Graduated Series of French Reading Books, arranged to suit the requirements of quite young Children beginning French. With Humorous Illustrations, and a Vocabulary. By Mrs. HUGH BELL, Author of "Le Petit Théâtre des Enfants." Book I., 9d. Book II., 1s. Book III., 1s. 3d.

LONDON: EDWARD ARNOLD, 37 BEDFORD STREET, STRAND.

CASSELL'S EDUCATIONAL BOOKS.

IMPORTANT NEW WORK.

Ready in a Few Days. Demy 4to. Price 5s.

Blackboard Drawing.

By W. E. SPARKES.

With 52 Full-page Illustrations by the Author.

In exact accordance with the Syllabus recommended in the recent Departmental Report on the Pupil Teacher System.

This book is intended for Teachers to enable them to illustrate their lessons on the blackboard. In Mr. Sparkes' book, copious explanations, hints, and instructions are given of blackboard drawing, and the fifty-two full-page illustrations, which are exact reproductions of chalk drawings on the blackboard, show how a sketch is gradually, easily, and rapidly built up.

Just Published.

HOW TO DRAW FROM MODELS AND COMMON OBJECTS.

By W. E. SPARKES, Art Master, Borough Road Training College.

With 184 Figures in 44 Plates by the Author.

Price 3s.

"Simply written, interesting, ingenious in its examples and methods... the object of Mr. Sparkes' Manual is to show how Model Drawing, as generally understood, may be an intelligent means of driving home those principles of fore-shortening and grouping that must be grasped before a satisfactory sketch of any object can be made."—*Birmingham Daily Post*.

A HISTORY OF ENGLAND. By H. O. ARNOLD-FORSTER, M.P. Fully Illustrated. Extra crown 8vo, over 800 pages, bound in cloth. Just published. Price 5s.

The Daily Mail says:—"The 'History of England,' by H. O. Arnold-Forster, M.P., which Messrs. Cassell have just issued at 5s., has all the ingredients which go to the formation of a universally popular work. While it is certain to become a standard history book in schools, it is at the same time most conveniently arranged for use in the home."

CASSELL'S CLASSICAL READERS. For School and Home. In Two Volumes. Abundantly Illustrated. Just published. Vol. I. (for Young Children), 448 pages, extra crown 8vo. Price 1s. 8d. Vol. II. (for Boys and Girls), 736 pages. Price 2s. 6d.

"I am obliged to you for sending me specimen copies of the CLASSICAL READERS. Their type is excellent; the selections good, interesting, and at the same time pure and sound English. I have determined to discard all other literary readers and use the CLASSICAL READERS exclusively in our Preparatory School."—*Rev. G. E. Mackie, Godolphin School, Hammersmith, W.*

THE CHEAPEST DICTIONARIES IN THE WORLD.

"Cassell's French Dictionary is at once the cheapest, the most complete and extensive, the only thoroughly accurate book of its kind in this country."—*Record*.

CASSELL'S FRENCH DICTIONARY. 490th Thousand. Cloth, pp. 1,150, extra crown 8vo, 3s. 6d.

"To say this is the best of the smaller German Dictionaries in the field is faint praise, and were it not for the special merits of one or two we might, without exaggeration, say that Miss Weir is first and the rest nowhere."—*Journal of Education*.

CASSELL'S GERMAN DICTIONARY. 207th Thousand. Cheap Edition. Cloth, pp. 1,120, extra crown 8vo, 3s. 6d.

"This new edition of Messrs. Cassell's 'Latin Dictionary' has been well and widely overhauled. Its nine hundred odd pages are sure to prove a popular investment, and as regards price, at any rate, the book need fear no rival."—*University Correspondent*.

CASSELL'S LATIN DICTIONARY. 102nd Thousand. Cheap Edition. Pp. 920, extra crown 8vo, 3s. 6d.

CASSELL'S ENGLISH DICTIONARY. Together with American Words and Forms, Technical Terms, Colloquial and Slang Expressions, Obsolete and Archaic Words—the whole based upon the "Encyclopædic Dictionary." Edited by JOHN WILLIAMS, M.A. Oxon., Editor of the "Encyclopædic Dictionary." Pp. 1,100, demy 8vo. Cheap Edition, 3s. 6d.; Superior Edition, 5s.

Cassell's Educational Catalogue will be sent post free on application.

CASSELL & COMPANY, LIMITED LUDGATE HILL, LONDON; AND ALL BOOKSELLERS.

Williams & Norgate's FRENCH & GERMAN SCHOOL BOOKS.

Delbos' French Reader.

The Student's Graduated French Reader.

For the use of Public Schools. By LÉON DELBOS, M.A., late of King's College, London. I. First Year:—Anecdotes, Tales, Historical Pieces. Edited with Notes and a complete Vocabulary. Eleventh Edition. Crown 8vo, 2s.

— II. Second Year:—Historical Pieces and Tales. 180 pages. Sixth Edition. Crown 8vo, 2s.

"It would be no easy matter to find a French Reader more completely satisfactory in every respect than that of M. Delbos. . . . The arrangement of the materials is no less happy than their selection, the shorter extracts being often grouped under general heads, and carefully graduated in difficulty."—*Athenæum*.

"A better book will always supplant those that are inferior. . . . The intrinsic merits of these Readers justify their appearance."—*Educational Times*.

"This is a very satisfactory collection from the best authors, selected with great care, and supplied with adequate notes."—*Journal of Education*.

Eugène's French Grammar.

Eugène's Student's Comparative Grammar of the French Language.

With an Historical Sketch of the Formation of French. For the use of Public Schools. With Exercises. By EUGÈNE FASNACHT, late French Master in Westminster School. Eighteenth Edition, thoroughly Revised. Square crown 8vo, cloth, 5s. Or, separately, Grammar, 3s.; Exercises, 2s. 6d.

"In itself this is in many ways the most satisfactory grammar for beginners that we have as yet seen. . . . The book is likely to be useful to all who wish either to learn or to teach the French language."—*Athenæum*.

"The appearance of a grammar like this is in itself a sign that great advance is being made in the teaching of modern languages. . . . The rules and observations are all scientifically classified and explained. . . . It is one that we can strongly recommend for use in the higher forms of large schools."—*Educational Times*.

Weisse's Complete Practical Grammar of the German Language.

With Exercises on Conversation, Letters, Poems, and Treatises, &c. Fourth Edition, almost entirely Re-written. Crown 8vo, cloth, 6s.

"We have no hesitation in pronouncing this the fullest and most satisfactory German Grammar yet published in England."—*Journal of Education*.

Weisse's Short Guide to German Idioms.

Being a Collection of the Idioms most in use. With Examination Papers. Second Edition. 8vo, cloth, 2s.

Eugène's French Method.

Elementary French Lessons. Easy Rules and Exercises preparatory to the "Student's Comparative French Grammar." Fifteenth Edition. Crown 8vo, cloth, 1s. 6d.

French History and Literature.

First Steps in French History, Literature, and Philology.

By F. F. ROGET, of Geneva University. For Candidates for the Scotch Leaving-Certificate Examination, the various Universities Local Examinations, and the Army Examinations. Third Edition. Crown 8vo, cloth, 5s.

"This manual will be a boon to many who have neither time nor inclination to work through a large volume on the history of French literature, but who yet desire to obtain a knowledge sufficient to enable them to pigeon-hole their reading of French prose and poetry."—*Educational Times*.

"He has displayed qualities which are rarer and more praiseworthy than mere erudition."—*Saturday Review*.

BY THE SAME AUTHOR.

An Introduction to Old French.

History, Grammar, Chrestomathy, and Glossary. Third Edition, with Map of French Dialects. Crown 8vo, cloth, 6s.

WILLIAMS & NORGATE,
14 HENRIETTA STREET, COVENT GARDEN, LONDON;
20 SOUTH FREDERICK STREET, EDINBURGH;
AND 7 BROAD STREET, OXFORD.

Professor Meiklejohn's Series.

A New Arithmetic. By G. A. CHRISTIAN, B.A. Lond., and G. COLLAR, B.A., B.Sc. Lond. Crown 8vo, 562 pp. 4s. 6d.

"We recommend teachers and students to judge for themselves what a powerful auxiliary to success has been given them by the experience and judgment of the able authors."—*Schoolmaster*.

"We also welcome it because in several of its chapters—such, for example, as those on factors, decimal fractions, involution and evolution, surds, and logarithms—it seems to us to mark a distinct advance on the majority of its predecessors."—*School Guardian*.

"It is not too much to prophesy that this reliable exposition of the principles of Arithmetic and carefully collated examples will become the leading text-book for P.T. Centres, Schools, and Colleges."—*The Pupils' Teacher and Scholarship Student*.

"We consider it so satisfactory that we have at once placed it on our list of books."—*Rev. G. H. S. Walpole, D.D., Principal, Bede College, Durham*.

The English Language: its Grammar, History, and Literature. By J. M. D. MEIKLEJOHN, M.A. Sixteenth Edition. Enlarged, with Exercises and additional Analysis. Crown 8vo, 470 pp. 4s. 6d.

"For the first-class College of Preceptors your work is most excellent and valuable."—*The Rev. F. Marshall, M.A., Almondbury Grammar School*.

"I gave it to a girl candidate for an English scholarship; she got first place, and valued the help she got from the book."—*W. Johnson, Esq., B.A., Elmfield College, York*.

A New Geography on the Comparative Method. With Maps and Diagrams and an Outline of Commercial Geography. By J. M. D. MEIKLEJOHN, M.A. Twentieth Edition. 105th Thousand. Crown 8vo, 630 pp. 4s. 6d.

"A most useful manual for examiners, and full of stimulating matter for students of Geography. Its picturesqueness of description and vividness of style make it almost as interesting and enjoyable reading as a book of travels."—*The Journal of Education*.

"For all that is best worth knowing no better book than this could be studied."—*Educational News*.

A New History of England and Great Britain. With Maps and Tables. By J. M. D. MEIKLEJOHN, M.A. Twelfth Edition. Crown 8vo, 740 pp. 4s. 6d.

"We like the arrangement of the text, which is a distinct success for the purpose of catching the eye. We shall have much pleasure in warmly recommending it to our H.C.S. Class II. candidates."—*Messrs. Wren & Gurney, Powis Square, London*.

The Principles and Practice of Teaching and Class Management. By JOSEPH LONDON, F.G.S., Vice-Principal in the Saltley Training College. Third Edition. Crown 8vo, 462 pp. 5s. 0d.

"We have no hesitation in saying that this is one of the best treatises on this subject which has appeared for some time, and we cannot too strongly recommend it to the attention of all interested in the practical work of education."—*Educational News*.

The British Empire: its Geography, Resources, Commerce, Landways, and Waterways. By J. M. D. MEIKLEJOHN, M.A. Fourth Edition. Crown 8vo, 350 pp. 3s. 0d.

"It is certainly one of the best books of the kind that have come under our notice for a long time, and can be heartily recommended to teachers."—*St. James's Gazette*.

"Professor Meiklejohn's work is of high educational value, and the facts are handled with much picturesqueness."—*The Scottish Geographical Magazine*.

A School Algebra for Junior Forms. By F. OSCAR LANE, B.Sc. Lond., Assistant-Master, King Edward's School, Birmingham. Crown 8vo, 232 pp. 1s. 6d. With Answers, 266 pp. 2s.

"A very trustworthy book for beginners, extending to indices, surds, and progressions."—*The University Correspondent*.

"The scientific method, from known to unknown, from Arithmetic to Algebra, has invariably been adopted, while lucid explanations and proofs precede oral exercises, followed in turn by numerous carefully-graduated examples for attaining the necessary mechanical accuracy."—*The Educational News*.

LONDON: A. M. HOLDEN, 23 PATERNOSTER ROW.

CAMBRIDGE LOCALS AND COLLEGE OF PRECEPTORS EXAMINATIONS, 1898.



SUITABLE BOOKS IN The University Tutorial Series.

- CAESAR.—DE BELLO GALLICO I. 1s. 6d. Vocabulary. 1s.
 CAESAR.—DE BELLO GALLICO II. 1s. 6d. Vocabulary. 1s.
 CAESAR.—DE BELLO GALLICO III. 1s. 6d. Vocabulary. 1s.
 CICERO.—DE SENECTUTE. 1s. 6d. Vocabulary. 1s.
 HORACE.—ODES, Book I. 1s. 6d. Vocabulary. 1s.
 HORACE.—ODES, Book II. 1s. 6d. Vocabulary. 1s.
 HORACE.—ODES, Book IV. 1s. 6d. Vocabulary. 1s.
 LIVY.—Book V. 2s. 6d. Vocabulary. 1s.
 OVID.—METAMORPHOSES XIII. 1s. 6d. Vocabulary. 1s.
 VERGIL.—ÆNEID, Book I. 1s. 6d. Vocabulary. 1s.
 VERGIL.—ÆNEID, Book V. 1s. 6d. Vocabulary. 1s.
 TACITUS.—HISTORIES, Book I. 3s. 6d. Vocabulary. 1s.
 XENOPHON.—ANABASIS, Book I. 1s. 6d. Vocabulary. 1s.
 SHAKESPEARE.—MERCHANT OF VENICE. 2s.
 ENGLAND UNDER THE STUARTS. 3s. 6d. *net*.
 LATIN GRAMMAR, THE TUTORIAL. *Second Edition*. 3s. 6d.
 LATIN GRAMMAR, EXERCISES TO THE TUTORIAL. 1s. 6d.
 LATIN COURSE, THE PRECEPTORS'. 2s. 6d. [*In the press*].
 LATIN COMPOSITION and Syntax. *Fourth Edition*. 2s. 6d.
 FRENCH COURSE, THE PRECEPTORS'. 2s. 6d.
 FRENCH READER, THE PRECEPTORS'. 1s. 6d.
 EUCLID.—Books I.—IV. 2s. 6d.
 TRIGONOMETRY, THE TUTORIAL. 3s. 6d.
 HYDROSTATICS, AN ELEMENTARY TEXT-BOOK OF. *Second Edition*. 2s.
 MECHANICS, THE PRECEPTORS'. 2s. 6d.
 MAGNETISM AND ELECTRICITY, TEXT-BOOK OF. *Third Edition*. 3s. 6d.
 SOUND, LIGHT, AND HEAT, FIRST STAGE. 2s.
 CHEMISTRY, THE TUTORIAL.
 Part I. Non-Metals. 3s. 6d. Part II. Metals. 3s. 6d.
 CHEMISTRY, SYNOPSIS OF NON-METALLIC. 1s. 6d.
 DYNAMICS, TEXT-BOOK OF. 2s. 6d.
 ALGEBRA, THE INTERMEDIATE. 3s. 6d.

COMPLETE CATALOGUE of Books specially adapted for
Cambridge and Oxford Locals and College of Preceptors Examinations
post free on application.

LONDON: W. B. CLIVE, 13 BOOKSELLERS ROW, W.C.

THE JOURNAL OF EDUCATION.

A MONTHLY RECORD AND REVIEW.

SCALE FOR ADVERTISEMENTS.

PUBLISHERS' ANNOUNCEMENTS—	£.	s.	d.
Whole Page	5	10	0
Half Page	3	0	0
Quarter Page	1	15	0
Per Inch in Column	0	8	0

PREPAID RATES FOR SCHOOL ANNOUNCEMENTS—

- Scholarships, Official Notices, &c.—6d. per line; minimum charge, 5s.
 Situations Vacant and Engagements Wanted.—30 words for 2s.; each
 10 words after, 6d.
 Lectures, Classes, Non-Resident Engagements, &c.—48 words for 3s.;
 each 8 words after, 6d.

[These minimum charges do not include a copy of paper.]

An extra fee of ONE SHILLING is charged on advertisements with OFFICE ADDRESS.
 Date of publication of next issue will be found at top left-hand corner of front page.
 [Advertisers are reminded that "Letters addressed to INITIALS or to FICTITIOUS
 NAMES at Post Offices are not taken in, but are sent at once to the Returned Letter
 Office."]

All Letters respecting Advertisements and Subscriptions should be addressed—
 "THE PUBLISHER," JOURNAL OF EDUCATION Office, 86 FLEET STREET, LONDON,
 E.C. Money and Postal Orders, on the Post Office, Ludgate Circus, E.C., should
 be made payable to WILLIAM RICE; Orders and Cheques may be crossed, "City
 Bank, Ludgate Branch." Postage Stamps can only be received at the rate of thirteen
 to the shilling.

If a receipt is required for an advertisement under 10s., a postcard or a stamped
 envelope must be enclosed.

Notice must be given of all remittances through the Post Office from abroad,
 stating full name and address of the sender; and all Foreign Money Orders should
 be "crossed."

American subscribers may conveniently remit through Mr. C. W. BARDEEN, 406
 South Franklin Street, Syracuse, New York; or Messrs. E. L. KELLOGG & Co.,
 61 East 9th Street, New York.

LONDON: WILLIAM RICE, 86 FLEET STREET, E.C.

THE STUDY OF LITERATURE IN GIRLS' SCHOOLS.

THE interesting paper in the December number of this
Journal on "English Literature and Examinations" deals
 with a matter that is well worthy of consideration and discussion.
 There is little doubt that literature, as at present taught in our
 high schools, is a far from satisfactory subject. In this respect
 our girls' schools compare unfavourably with the German
 schools, where excellent literature teaching is a marked feature
 of the whole system. It is rare to go into a *höhere Mädchen-
 Schule* without being struck by the interesting lessons in this
 subject and the thorough work of the pupils. In these schools
 a scheme for literature teaching is drawn up for all the classes,
 so that when a girl leaves at fifteen or sixteen—the usual age—
 she has some idea—a rough one, it is true—of the literature of
 her country, and she has read a dozen or so good classical works
 (by Herder, Lessing, Goethe, Schiller) as well as many of the
 finest short poems in the language, a great many of which she
 has also learnt by heart.

The excellent results obtained in these schools are due to many
 causes, the most important, perhaps, being the almost entire
 absence of examinations. As long as literature is made a sub-
 ject for examinations, as we understand examinations to day,
 it cannot be *well* taught; but it might, however, be possible to
 do something better than what we are doing at present. The
 mere absence of examinations, however, would not be sufficient
 to account for these good results in German schools. Much
 more time is devoted to the subject; in all German *höhere
 Mädchen-Schulen* three and generally four lessons a week are
 given in the upper classes, as compared with the one, or at most
 two, in our schools. Thus, of course, it is possible to get
 through a far greater amount of work, especially in the matter
 of reading. The literature teaching is almost entirely in the
 hands of teachers who have made a special study of the subject,
 and who are genuine and enthusiastic lovers of it. Conse-
 quently, they are able to inspire their pupils with something of
 their own feeling towards literature. Knowledge joined to
 enthusiasm is, perhaps, the most valuable qualification a teacher
 can possess, and especially a teacher of literature, but unfortu-
 nately these two valuable commodities are not always found in
 combination. Knowledge alone leads to that dull grinding at
 words, that elaborate explanation of phrases and allusions,
 which rob a poem or play of all its beauties; while enthusiasm

based on inadequate learning may bring about evils that are possibly worse: superficial judgments, lack of discrimination, extravagant praise, and an incapacity to see things in their right perspective.

In the German schools no attempt is made in the literature lessons to teach history, philosophy, or mythology, or to produce the student, the pedant, or the moralist. The main object of the lessons is to produce an enthusiasm for literature, so that later on the girls may care much to read some of the great works of their own countrymen. Such being the object, very little time is spent on notes—indeed in many cases I found the texts used by the girls were *without notes* of any kind—and much time is devoted to the work itself, to a consideration of the beauties of thought, language, and style, and to the characters. Minute points, such as other readings, derivations (unless really necessary in order to understand the passage), are not gone into, as these are thought suitable to the scholar rather than to the beginner. Much stress is laid on correct and expressive reading, but dramatic recitation is generally avoided. The teachers believe that good reading aloud in class will render many explanations superfluous, and will teach the girls to appreciate the beauties of rhythm and of sound far more than such criticisms as “this line is beautiful,” “that is harmonious,” and so on. As, therefore, but few explanations are given, the pupils read the plays, poems, &c., far more quickly than girls of a like age would in English schools. Two, and sometimes three, plays are read in a term in the highest form (the girls are about fifteen or sixteen), besides which a period is studied. By this means it is possible to compare plays or poems, a method that is extremely valuable in the teaching of literature. I remember hearing some excellent lessons towards the end of one term on Goethe’s “Egmont” compared with Schiller’s “Wallenstein,” the two plays having been studied earlier in the same term. I was immensely struck by the intimate knowledge displayed by the girls, as well as by their thought and originality. It was quite evident that they understood and appreciated the two plays, and had learnt to see something of the difference in spirit between the two great writers; there was no trace of “cram” anywhere, or of “criticisms” taken from literature primers. In whatever school I went I found that the girls showed the greatest interest in everything connected with literature, and looked forward to their literature lessons as the most enjoyable in the week.

If the above facts be correct, and I believe few who have visited the German girls’ schools will doubt that such is the case, is there not much that we in England might learn from our neighbours? The average high-school girl of eighteen leaves school with but a poor equipment of English literature: she has “studied” two or three of Shakespeare’s plays, perhaps one of Milton’s shorter poems; perhaps, though less likely, she has read the “Prologue” and the “Faery Queene.” She has seldom read more than this. Of the history of literature, of the connexion between one period and another, I venture to think she knows nothing, or next to nothing. She can give the dates of Shakespeare and Milton, no doubt; but she would find it exceedingly difficult to tell you anything of the literary period of which each may be regarded as the principal figure. For, indeed, “to understand an author we must first understand his age,” and it is very doubtful whether a play or poem of any considerable length can be studied with real advantage apart from its literary environment. The study of a few isolated works can never be a satisfactory way of studying literature.

It is, therefore, suggested that, before the teaching of literature can be made really satisfactory, a syllabus should be drawn up, which should cover, in outline only, of course, the whole of English literature, so that by the time a girl reaches the sixth form she has obtained some idea of its main development. To induce others, far more competent and experienced, to draw up a better one, I now give a rough sketch of such a syllabus. It is meant for high schools where two lessons a week, of three-quarters of an hour each, can be devoted to literature.

YEAR’S SYLLABUS OF LITERATURE FOR HIGH SCHOOLS.

Lower II.—Stories of the Greek heroes.

Upper II.—Stories from English literature: “Beowulf,” “Northern Myths,” ballads.

Lower III.—Stories from Chaucer, “Morte d’Arthur,” Spenser.

Upper III.—Three of Scott’s poems to be read, and one novel.

Lower IV.—Begin outlines of literature, from earliest times to Elizabeth. Read in class either poems, &c., illustrative of this period, or a play of Shakespeare.

Upper IV.—Elizabethan period. Two plays of Shakespeare; Book I. of “Faery Queene.”

Lower V.—Milton to end of seventeenth century. Read one play of Shakespeare, selections from Milton; “Pilgrim’s Progress.”

Upper V.—Eighteenth century. Read selections from essayists: Pope, Dryden; one play of Shakespeare; one of Jane Austen’s novels.

Lower VI.—1800–1850. Read selections from the works of writers of the period; one play of Shakespeare. If possible, some of Chaucer, who, on account of his language, seems better suited to the elder girls.

Upper VI.—1850 to present time. Read one play of Shakespeare, selections from the works of Ruskin, Carlyle, Browning, Tennyson, &c.; one novel of George Eliot. A few lessons at the end of the year to be given on living writers.

As an alternative to this syllabus, I suggest that, from form Lower IV. upwards, periods of literature parallel with periods of history might be studied, and that books written during these periods should be read in class. At least one play of Shakespeare should be read during the year, whether it fall within the allotted period or not.

It may, of course, be objected that my syllabus covers a great deal of ground, and that the subject must, therefore, be dealt with but superficially. But the latter does not necessarily follow from the former. Though the pupils will certainly learn a little of many writers, there is no reason why their knowledge should be superficial, for it will be obtained *first hand from the works themselves*. No “Stopford Brookes” or primers of any sort will be used, except, perhaps, in the highest form as handy books of reference for dates, &c. The teacher must herself supply, during the lesson, any information that is required, and the pupils will either read for themselves, or will hear their teacher read, selections from the works of the chief writers. Some such book as Ward’s “English Poets,” if it could be brought out in a cheaper and more compact form, will supply everything that the pupil can require to obtain an excellent and thorough knowledge of the best poems in the English language. In prose the question of obtaining first-hand knowledge would be a little more difficult, but it is a difficulty not impossible to surmount by means of the careful selection of characteristic passages. In dealing with Addison, for example, it is quite possible to give the girls a very good idea of his prose style by reading a dozen or so of his essays from the *Spectator*. So, in the same way, much may be learnt both of the spirit and style of Carlyle by reading a chapter from, say, the “French Revolution,” one from “Heroes and Hero-worship,” one from “Past and Present.” Then it must be remembered that, according to my scheme, *no notes* will be furnished, and the books will be studied from the point of view of *literature*, and not in order to learn something else, however valuable that something else may be.

We get no good

By being ungenerous, even to a book,
And calculating profits—so much help
By so much reading. It is rather when
We gloriously forget ourselves and plunge
Soul-forward, headlong, into a book profound,
Impassioned for its beauty and salt of truth—
’Tis then we get the right good from a book.

Therefore it will be possible to read a great deal more in class than under the present system, when so much time is spent over prefaces, introductions, and notes.

Another objection may be taken to my scheme on the ground of the inadvisability of dealing with modern literature. “So many doubtful subjects will be introduced”; “our century, and especially the end of it, deals with so many difficult problems.” It will be difficult to steer clear of rocks in dealing with modern writers, and a very careful selection will be necessary. But, if these rocks can be avoided—and I believe they can—a course of lessons on later Victorian literature to the sixth form—to girls of from seventeen to nineteen, be it remembered—may be of inestimable value to them. These older girls who are going out into the world, where there are many

problems to be faced, are just the girls who require some guidance in their reading. They will soon join libraries, and, if we do not help them, they are likely to go far astray in their choice among the multitude of modern books. If a girl has read at school, and to some extent, however faintly, appreciated "Sesame and Lilies," "Silas Marner," "Scenes of Clerical Life," some of the novels of Scott and of Jane Austen, she will not be likely to rave over the Marie Corellis, the Hall Caines, and the Sarah Grands. Only a little while ago a high-school-girl of sixteen told me in all seriousness that the only stories she had read were those by Miss Corelli. What a commentary on our boasted modern education! Then, again, if our pupils have read much of Wordsworth, Tennyson, the Brownings, and know something of Kipling, of Henley, and of Austin Dobson, the works of such very minor poets as Mr. Le Gallienne and his friends who are to be found at the Bodley Head would not enjoy such a wide circulation.

"We needs must love the highest when we see it" is not, perhaps, always strictly true. We cannot force our pupils to love what is loveliest, however much we ourselves may love it. Literary appreciation, like literary ability, is to a large extent an innate quality; but much may be done to develop the germ of true appreciation which so often lies dormant in many a childish heart, only requiring the touch of a skilful hand to quicken it into life. And knowledge of the beautiful must come before appreciation of the beautiful. By storing the minds of our pupils with beautiful thoughts, beautiful images, beautiful words even—for what a charm have mere words!—we are giving them an heritage of infinite value—an heritage which nothing can destroy. Unless we begin to love poetry in our childhood, we seldom love it later. Most of us who care for poetry can trace back our love to very early days, when to listen to certain poems being read was an entrancing delight, even though we did not quite understand what the poems meant.

"Poetry," said Coleridge, "has been to me its own exceeding great reward." That is how we want our pupils to feel about literature—that it is its own reward. It is to be studied for its own sake; not for the sake of passing an examination, not in order to appear learned and cultured, not even primarily to gain knowledge, but because—

A thing of beauty is a joy for ever.
Its loveliness increases; it will never
Pass into nothingness, but still will keep
A bower quiet for us, and a sleep
Full of sweet dreams.

F. B. LOW.

THE REPORT ON PUPIL-TEACHERS.

THE Report of the Departmental Committee on the Pupil-Teacher System is a document of interest far beyond the circles to which it more immediately appeals. It was presided over by the Rev. T. W. Sharpe, C.B., and consisted of chief inspectors, heads of training colleges, and primary teachers, and most of its witnesses were drawn from the same sources. Three "outsiders" only were called in; they were Professor Armstrong (on behalf of heuristic science), Mr. T. E. Ellis, M.P. (as an authority on Welsh developments), and Mr. H. Macan (with a brief for the County Councils). The terms of reference were fairly wide, and included an inquiry into the working of the present pupil-teacher system and the supply of teachers, as well as to the alterations which are desirable as regards the methods of training. Nothing startling or sensational was the result of the deliberations of such a purely professional and official body. No Clause VII. wrought a revolution by blue-book. Some may regret that a few M.P.'s were not put upon the committee to give it more backbone and urge it to recommend the abolition of the whole system, the staffing of all schools with adult teachers only, and the passage of all such teachers through a secondary school. The Committee, however, agreed "that for the present, the system is established so firmly in the economy of national education that it would be impossible," &c.; but once the fatal word "economy" is mentioned, there is nothing more to be said, the Treasury of course fulfilling its function of the lion in the path. It is a pity that another reason also is given. "We do not wish to see, at present, the entire abolition of a system which ensures an early acquaintance with the processes of teaching." This is surely rank heresy; it is

nothing more or less than placing specialization in a technical process before a secondary education, which is on all fours with teaching the "processes of plumbing" to children who ought to be occupied in arithmetic.

But it is ungracious to carp or criticize where so much is admirable. The keynote is contained in these words in the introduction:—"The time has come when the primary school ideal . . . shall give way to something higher," and "the preparation of young teachers can and ought to approximate more closely to the more liberal methods and studies which would help to bring them to the same level as the best scholars of secondary schools." Surely here, once for all, we have broken down the great "Tribe of Levi" theory, which has done so much to separate primary and secondary teachers. We have been told that the secondary teacher is untrained and effete, hopeless and incompetent. Now we have a purely primary Committee telling us—at any rate, by implication—that, without a secondary education, all the training in the world but produces the sounding brass and the tinkling cymbal. "We think," they say, "that all intending teachers should pass through a secondary school for the completion of their ordinary education." They go still further, and give their reasons. "The traditions of primary teachers are still [observe the 'still'], through no fault of their own, narrower than is consistent with sound education," and, as the results of a secondary education, we find "better methods, greater spontaneity, a wider outlook, and social influences good for both grades." Such things, say the Committee, make for a "solid profession." We hope and believe they will. More knowledge and less Trades-Unionism will result in better teachers and better citizens. We note, however, as a curious omission, that there is no mention of the effect upon pupil-teachers or others of "higher primary" concordats. Perhaps the Committee were too busy with practical questions.

How is the pupil-teacher to be given a secondary education? was, therefore, the important problem. Certainly not through the present pupil-teacher centres. "We do not think that the pupil-teacher centres, under present conditions, adequately fulfil the purposes of secondary schools." Much less, of course, through the "central classes" usually attended by pupils from voluntary schools. These come in for a scathing condemnation, which is well deserved. It is flattering to call them even an apology for an education of any kind. As to a few of the best centres, the Committee "look forward to their ultimate conversion into real secondary schools, where, though perhaps intending teachers may be in the majority, they will have ampler time for their studies, and will be instructed side by side with pupils who have other careers in view." The Schoolmaster considers the final words revolutionary. So they are. If the proposal is carried out, the primary teacher, learning, fighting, playing alongside of the parson, the lawyer, the stockbroker, or the shopkeeper, will become an ordinary citizen, not a member of an elect, or peculiar, people. What, then, will happen to the N.U.T.? But the source of supply will be but a drop in the ocean. "The action of some local authorities [Surrey being cited] offers what is perhaps the most promising contribution to a solution of the immediate problem." No less than twenty-three counties and county boroughs have found that one hundred and fifty of their scholarship holders have afterwards become pupil-teachers. Hence the recommendation: "We desire to see the powers at present possessed by County Councils further utilized for sending intending pupil-teachers to secondary schools and for creating special classes for the instruction of pupil-teachers." Finally, the example of Wales is quoted, showing how this can best be done. The Education Bill of 1896, we must add, contained all these things.

The problem, from the elementary teachers' point of view, is fully treated in our Supplement.

REVIEWS AND MINOR NOTICES.

"Bell's Cathedral Series."—(1) *Winchester*. By PHILIP W. SERGEANT. (2) *Exeter*. By PERCY ADDLESHAW, B.A. (3) *Lichfield*. By A. B. CLIFTON. With Illustrations. (George Bell & Sons.)

With the help of "Bell's Cathedral Series" no one need visit our cathedral churches unintelligently. Its volumes are cheap

and handy, so that a tourist will have no excuse for hesitating to buy any of them that he may need; they contain almost everything that he is likely to want to know about a cathedral, and they are full of well-chosen and capably executed illustrations, that, when his tour is over, will serve to recall to his memory what he has seen and admired. The idea of producing these guides was excellent, and so far has, on the whole, been carried out satisfactorily. We would venture to suggest that in future volumes the part allotted to the building and its monuments might be rather more concisely written than in the Winchester volume, and that in all cases room should be found for some account of the constitution of the church. For example, a visitor to Winchester should be told something about the chapter in the days when St. Swithun's was a monastic church, about the relations of the prior with the bishop, and the duties of the chief officers of the convent; he should be reminded how a cathedral of the new differed from one of the old foundation, and a word should be said as to any peculiarity in the present constitution, such as the exceptionally autocratic position of the Dean of Winchester.

In all three of these volumes there are signs that the writers are weak in ecclesiastical history. In the Winchester volume the speculations about churches of the second and third centuries might have been left out with advantage. Though it is highly probable that there was a church at "Venta" in Roman times, we know nothing at all about one, though, if, as we are told here, one was overthrown there at the time of the Diocletian persecution, we do know that its overthrow should not be dated in the year 266, as we find it here. We think, too, that Mr. Sergeant would find it difficult to substantiate his assertion that there are frequent references in writers of the third century to the old monastery at Winchester; indeed, we are at a loss to know what he can mean. His notice of St. Swithun is inadequate, and we have failed to find any mention of King Alfred, though visitors to the cathedral should surely be reminded how, owing to his foundations, it once formed one of a great group of monastic churches, with the New Minster on its north side and the Nuns' Minster on the north-east. Again, no one, we are sure, could have thought that Lucius III. (a slip, probably, for Lucius II.) would make Henry of Blois an archbishop. The Pope who is said to have sent him a pall was Innocent II. Lucius did not even grant him the legation that he so eagerly desired. Why, too, are we told that the charming story of how Henry II. took away the Winchester Bible, and gave it to his new foundation at Witham, which, by the way, was not an "abbey," and how St. Hugh restored it to its rightful owners, is "a legend probably unfounded"? It rests on the best possible authority, the "Magna Vita S. Hugonis." Whether the splendid Bible now in the Cathedral Library at Winchester is the book in question is another matter. Lastly, we are amazed to hear that George Morley, afterwards Bishop of Winchester, attended Charles I. on the scaffold. Has Mr. Sergeant confused Morley with Juxon, or King Charles with Lord Capel? With what he says about the building of the cathedral we are quite satisfied, save that we think that it might have been said more briefly.

Of Exeter Cathedral as a building less, of course, has to be said than of Winchester, and what we have here is enough, and not more than enough. In this volume, too, there are some things that need correction. For instance, the remark that Bishop William Warelwast's embassy to Rome rests on a "somewhat slender foundation" shows entire ignorance of the ecclesiastical history of the period. He was thrice sent to Rome before his consecration by Rufus and Henry I. on important business connected with Archbishop Anselm. But the journey to which reference is made here is perhaps his mission to Calixtus in 1120, when he is said to have been blind; he certainly went to the Pope in that year, though Calixtus was not then at Rome, but at Valence. In the part headed the "History of the Church" we are told that Bishop John Booth was translated to Bath and Wells in 1478, and that, "inspired by a dream," he "caused the building of the abbey church in the former city." Now the see of Bath and Wells was not vacant in 1478, for Robert Stillington held it from 1466 to 1491, and in 1478 Booth was, we hope, translated to a higher sphere, for he died in that year. The Bishop who had the dream about the "abbey," or, rather, priory, church of Bath was, as we are correctly told in another part of this guide, Oliver King, who was translated from Exeter to Bath and Wells in 1495, though we may observe

that he was not, as we are twice told here, the builder of Bath Priory, but its restorer. We do not agree with what is said in the Lichfield volume as to the work executed under the direction of the late Sir Gilbert Scott; the restoration of the West front appears to us to be an excellent piece of work. The author has, of course, a right to express his own opinion, but he should not have been guilty of his impertinent remark about "a Sir Gilbert with his cheap statuettes and Italian trumperies." We do not know who Mr. A. B. Clifton is, and, if, as we suppose, he is a very young man, we hope that, as he gains in knowledge, he will also learn that he should speak with respect of those to whom respect is due from us all—yes, even from the youngest of us. At present he has much to learn, for he asserts that the British Church held the feast of Easter "on March 14, whatever day of the week it might be." Now the Britons, as Bede at least twice points out, were not Quartodecimans, though their opponents sometimes unkindly called them by that opprobrious name; they did not keep Easter on any other day than Sunday. Nor did they, or any other body of Christians, fix it to March 14. They kept Easter on the fourteenth day of the Paschal moon, if it fell on a Sunday, and, if not, then on the Sunday between the 14th and 20th days of the moon; whereas the Roman Church followed the Alexandrine rule, and reckoned it from the 15th to the 21st days of the moon. The idea that any Church kept Easter on a fixed day of a calendar month is simply ludicrous. We cannot see where the work of the editors of this series comes in. Messrs. Bell do their share in the undertaking so thoroughly that it is grievous that their volumes should be disfigured by such evidences of ignorance or carelessness as those we have cited, specially as we are told that the series is designed, not merely for tourists, but "to be of value to the student of archaeology and history."

- (1) *A Short History of the Royal Navy, 1217 to 1688.* By DAVID HANNAY. (Methuen.) (2) *The Story of the British Army.* By Lieut.-Colonel C. COOPER KING. (Methuen.)

These seem to have been planned as companion works, but they have parted widely in execution. Mr. Hannay's book is plain and businesslike. He asks that due allowance may be made for a landsman dealing with sea affairs, but, though he owns that he once made a fleet sail within two points of the wind, his competence as a naval writer is well known. Three-fourths of this volume are given to the century between the Armada and the Revolution. This is a large enough canvas to allow of fairly detailed treatment. The Calendars of State Papers and the publications of the Navy Record Society have supplied abundant fresh material, and Mr. Hannay makes skilful use of it.

The incidents of naval warfare are interwoven with the course of naval administration and made to illustrate it. Full justice is done to Elizabeth. Froude's stirring account of the defeat of the Armada leaves the impression that it was in spite of the Queen, her hesitations and her parsimony, that the Spaniards were beaten. But we see here how much she had done for the Navy, first to restore it to the position in which Henry VIII. had left it, and then to raise it higher. She had fewer ships than he, but the total tonnage was greater. "It must not be forgotten that, if Elizabeth did less to increase the strength of the Navy than her father, she did not inherit a treasure as he did; neither had she the spending of the plunder of the Church. He spent his capital. She had to confine herself to income." Her successors spent more money, but got much less value for it.

The services of the fleet to the Parliamentary cause in the Civil War are well brought out. It was already in good condition, owing to Charles I.; Parliament did much to improve it, both as regards ships and men; and employment at sea, especially in dealing with Rupert after Charles' death, heightened its efficiency. The account of the Dutch wars is prefaced by an excellent comparison of the two rival powers, but it is too long to quote. Mr. Hannay argues forcibly that there was already a recognised order of battle, and that the prevailing opinion that the ships fought pell-pell is erroneous.

There seems to be a misprint of "seventeen" for "seventy" on page 251, and "but" for "and" at the bottom of page 264. Following Green's example, the chapters are headed by a short indication of the leading authorities. This is very useful, but

one could wish for some fuller statement of contents than the mere titles of the chapters, especially as the index is mainly of proper names. This, however, is a small matter. The book is one to be heartily recommended, and we hope the further volume promised will soon follow it, and will give sketch plans of the chief engagements.

In this respect "The Story of the British Army" is not deficient. It gives several plans, rough, but not inadequate, and several drawings of soldiers which, though the men themselves are rather wooden, serve to show the changes of costume. But of the book itself it is impossible to speak favourably. As to the style, one sample will be sufficient. Speaking of the Norman invasion:—

Never has the end better justified the means. Never have the means themselves, in 1066, been more ignoble. . . . It cannot be too definitely expressed that to "have come in with the Conquest" is only a confession that those who use the expression are ignoring the fact that many a Saxon thane could show a title far deeper set in the history of England than any of the men who usurped and trampled on those whose pedigree went back to the days of Ascendune, before the soldiers of fortune of the Duke of Normandy had emerged from their original obscurity.

As regards accuracy, what reliance can be placed on a writer who confuses Arthur Wellesley with his elder brother (page 270); makes Walpole Minister of England after 1745 (page 99); says of Fontenoy that, "when St. Antoine was carried, matters looked serious for Marshal Saxe" (page 103); and of the English Civil War that cavalry in the early battles, "seriously, effected little, and was rather a cause of disaster than of victory" (page 37)? An apocryphal story about Wolfe (page 98) is given as though it were established fact, and one about Whitelocke is distorted (page 146).

The history of the British Army is, to a great extent, buried under the history of its wars. To deal with so large a subject within the compass of four hundred pages is, it may be allowed, no easy task; but why waste two pages in comment on Cromwell's action in Ireland, omitting all details of what he did? Why give half a page to the familiar lines from "Childe Harold" about the Duchess of Richmond's ball, and four pages to the discussion of Wellington's conditional promise to support Blücher at Ligny? Colonel King has a bias against the Duke which leads him into the astonishing statement:—"No careful student of the art of war, *no foreign military critic, certainly*, has ever classed him among the greatest generals, or thought his campaigns worth studying seriously." That German critics are apt to ignore campaigns in which Germans took no prominent part may be true enough, whether in Spain or in America—it is a proof of their limitations, not of their competence. But the fact that out of the twenty-five volumes forming M. Malo's excellent "Bibliothèque Internationale d'Histoire Militaire," one is devoted to the Peninsular War shows that that war is not without interest to foreign students. That a historian of the British Army should dismiss it in this way is indeed surprising. If these campaigns are not worth serious study, what chapters of British military history are? Why write the story of the British Army at all. If the author had himself studied them with a little more care, he would have avoided the mistake of speaking of Colbourne's *division* at Albuera, and the 29th as the "Die-hards" (page 193).

There are a good many misprints: Brenner for Brenner, Allen for Alten, Lord Somerset for Lord Edward Somerset, 8,000 instead of 18,000 as the number of the French cavalry at Blenheim, 130 instead of 1,800 as the French loss at Inkerman, and several others.

Journeys through France: Being Impressions of the Provinces. By H. TAINÉ. (Size 8 x 5½ ins., pp. xi., 296, illustrated; price 7s. 6d. Fisher Unwin.)

This book is a translation—and a good translation it is—of certain "Carnets de Voyage" written by Henri Taine in three successive years, during the journeys which he made as examiner for admission to the military school of Saint-Cyr. They were casual entries in a number of small note-books, generally written in pencil, and rarely corrected or modified. Apparently Taine had once intended to publish them, but never found the time to prepare them for the press, and, as we are given them here, they form a collection of incomplete and disconnected sketches of impressions. Well written as the translation un-

doubtedly is, we somewhat doubt whether the work was worth doing. The material is not of any very great value, as far as we can see; and surely any one who wanted to get at it could go to the French original—especially as Taine was so perfect a master of clear and simple prose. No matter what care and skill were bestowed, there must be a loss of charm in the transference from French to English, which could only be compensated for by the value of the contents. But, though the intrinsic worth of the contents seems to us small, we must add that the book is lively and pleasant reading, and gives us many a pretty verbal etching of place and people and life in provincial France. Here is an impression of Provence after a long spell of dry weather:—

Apart from Marseilles and the sea, this Provence is a gloomy land; you might imagine it to be burnt up, worn out, gnawed to the bone by a civilization which has fallen to decay. There are no trees except the occasional mulberries and sickly olives, amidst myriads of boulders and bare, dried, whitened rocks. At times there is as much as a quarter of a league of naked and sterile land. On the horizon the unclothed hills pile their rocky skeletons one above another. Man has devoured everything, until there is nothing left alive.

Later he saw the country by moonlight, and had a somewhat different impression. Here is another little picture—of Douai:—

One is very comfortable here. The cheerful morning light breaks in through the three large windows of my room. The high brown roofs and brick chimneys cut the limpid air and the pale blue sky. Everything is clean and bright and peaceful. Some little girls in tightly-drawn white stockings are crossing the square, leaning on the arms of their nurse; a mother follows with four more, like a fine hen proud of her chicks. A donkey trots quietly along, drawing a market-woman's vegetables, and she as red as her own carrots. A hussar rides by on his horse. Workmen come next, smoking long pipes. The square is wide, open, clean, free from dust or noise or smells. How restful it is after Paris!

All through the book there is a marked anti-clerical feeling, and some of the practices of the Roman Church and her clergy are severely criticized. Nor does the lack of intellectuality in the provincial towns escape satirical notice. Still, on the whole, the chapters are easy-going and pleasant reading, with touches here and there which agreeably remind one of Daudet's sketches of Provence.

Psychology of the Moral Self. By B. BOSANQUET. (7½ x 5 in., pp. viii., 132; price 3s. 6d. Macmillan.)

That this is a well-informed and thoughtful book no one who has read it with any care and who knows something of its subject can for a moment doubt. It consists of ten lectures delivered not long ago to a class of students, and when so delivered must have been very interesting and stimulative; but, to be frank, we have not found the reading of it very easy. The reason for this seems to us to be that the views set forth are stated very briefly, as Dr. Bosanquet himself confesses, and at times even curtly; while the reader or student is supposed to be well acquainted with certain books recommended, to which frequent reference is made. The fairest test of the book, therefore, would be to use it with a class of students who had mastered, or were mastering, the books referred to, and who desired to have the views with which they were making acquaintance briefly discussed and co-ordinated. We do not mean to imply, however, that Dr. Bosanquet had given us no more than the statement and discussion of other people's views. There is much—and that not the least valuable part of the lectures—which is the result of his own observation and thought; while the general plotting-out of the subject is also his own. Personally, the lectures which have interested us most are the three on the Growth of Consciousness, on the Organization of Intelligence, and on Self-Consciousness. The two on Volition, though undoubtedly good, do not seem to us entirely satisfying—probably because we have felt in more than one place the need of a somewhat fuller treatment, which, no doubt, was given when they were delivered. The discussion of what is meant by "reasonable action" is good and interesting: we do not, however, entirely agree with the statement that when we ask a person to be reasonable we want him to come down to some sort of average standard. It seems to us rather that we require him to *rise* to some higher and wider view, so that the whole matter may be seen, and also its bearing on other

related matters. This, however, is really a matter of words, and no one will differ from the admirable summing-up given at the end of the lecture. We regret to notice that the book is not provided with an index. Teachers who are considering the problem of how to bring their knowledge of psychology to bear on the development of the moral self in their pupils will find Dr. Bosanquet's lectures very helpful and suggestive.

A Simple Grammar of English now in use. By JOHN EARLE. (Smith, Elder, & Co.)

Every one knows, or ought to know, Professor Earle's "Philology of the English Tongue," a book full of subtle analysis and original observation, expressed in clear and forcible language, and illustrated by well-chosen examples. As a popular lecturer on philology Professor Earle is admirable, but as a school-master he seems to us out of his element. The aim of the book, he tells us, is educational, but we are at a loss to see for what class of boys or girls it is adapted. It begins at the very beginning, and is presumably intended for beginners; but, if this is so, it violates the first canon of pedagogics. Instead of proceeding from the known to the unknown, and gradually evolving a terminology as it is needed, it presents in the very first section all the parts of speech. There are, according to the Professor, ten parts of speech, numerals forming a distinct category. The classification labours under two fatal defects, one of detail, the other of principle. It is a cross division; articles are adjectives of a kind, and numerals are either adjectives or adverbs. Moreover, if, as we are told, the parts of speech are "functions of thought," if grammar is a study distinct from philology, how does the Professor explain the anomaly that in Latin—a highly developed and strictly logical language—one of these "functions" is non-existent. Can he expect that the pupil of twelve or thirteen will discover for himself, or even appreciate when pointed out to him, these categories of thought concerning which grammarians are not yet agreed?

We turn to the section on Case, and the latest treatment of this knotty point of English grammar does not appear to us an improvement. Case, we read, is an affection of the noun; it points to the thought relation in which a noun stands to other parts of speech, in a sentence. Here, as throughout the book, there is the common confusion, scotched, but not killed, by Mr. Mason, between a part of speech and that for which a part of speech stands. Secondly, Macaulay's schoolboy will certainly inquire why, if "of me" is a case, "by me" is not also a case, as it was in Old English.

Once more conjunctions are defined as link words. "They join together words or phrases or sentences." So do adverbs and relative pronouns, and we look in vain for any differentia. "And" is *sui generis*; "also" and "where" cannot properly be classed as conjunctions. We are sorry that Professor Earle should have quitted the neutral zone of philology and invaded the territory of grammar.

Mistakes in Teaching. By JAMES L. HUGHES. (7¼ in. × 4½ in., pp. 124; price 1s. G. W. Bacon & Co.)

Most of our readers, we think, must already know this excellent little book. Mr. Hughes is an Inspector of Schools at Toronto, Canada, and has had ample opportunity for observing good and bad teaching, and for detecting the causes of both. He is, and has long been, a careful student of education, and a stanch Froebelian; and his remarks on common mistakes are not only the result of experience and thought, but will also themselves result in setting teachers thinking. In the former edition—the copy before us is called "the English Edition" and bears date 1897—Mr. Hughes dealt with mistakes in school management, in discipline, and in method. To these the new edition adds "Mistakes in Aim" and "Mistakes in Moral Training"—both excellent, but, as Canon Daniel remarks in the preface, both rather more suitable for more advanced teachers. The chapters are enlivened with some good anecdotes. Here is one of a conversation one evening between a little girl and her mother: "Well, Bertha, have you been a very good girl to-day?" "No, mamma." "Have you been a bad girl?" "No, mamma." "Well, what kind of a girl have you been?" "Oh, just a comfortable little girl, mamma." To which Mr. Hughes adds the very apt remark: "Mature goodness is an unnatural development in

young children. Play is better than formal piety for a child. Genuine play may be a true expression of a child's piety." We have hinted that Froebelian teachers will find the book useful. We specially recommend to their notice the remarks on its being a mistake to arouse the emotional nature too much, and to arouse feelings and thoughts about distant possible duties, instead of about those which lie close at hand and within the child's power. The best preparation for distant duties is not to dream about them, but to do those which lie near as effectively as we can. Emotionalizing, severed from practical outcome in doing, and kept apart from knowing, is apt to be morally weakening. But we spoil the force of Mr. Hughes' statements by paraphrasing his crisp, clear sentences. Those who have not got the book had better get it at once, and those who have only got the old edition had better get the new one. We could have wished that the publisher had seen his way to bringing out the book in a somewhat more attractive form, with better paper and better printing. It is well worthy of it. But we are glad to have it in any form.

The Bases of Design. By WALTER CRANE. (George Bell & Sons.)

"The Bases of Design" is another addition to the long row of books upon art published in the present reign, and it is of unusual value. Unfortunately, Mr. Walter Crane has endeavoured to give a philosophic treatment to a subject which has hitherto evaded the grasp of more profound thinkers. The attempted analysis of the origin, nature, and development of design in its widest sense provides headings under which Mr. Crane has placed his chapters, and, so far, no doubt gives a useful semblance of orderly arrangement. We do not here propose to examine in detail Mr. Crane's theory. His book is, and is meant to be, mainly educational, and theories of origin can hardly be said to have much importance from the point of view of the artist, even when plausible. That a right understanding of the history of design would also be "tracing the course of human thought and history themselves" is mere rhetoric. We think it very doubtful whether design is really architectural in origin, and that the Greek amphora was suggested by a female figure we think almost a foolish fancy. Mr. Crane becomes much more interesting when he gets free from his scientific bent, and gives us a real artist's impressions upon the many subjects which he treats, and it is impossible not to be struck by the extraordinary scope of his knowledge. His book is really educational, but at the same time, beyond an insistence upon some well-worn principles, there is not much which will be found of practical help to the designer. Indeed, exception must be taken to the practice of drawing imaginary geometrical lines upon a work of art explanatory of the foundation of the design. The illustration of this kind of analysis given by Mr. Crane from the Parthenon frieze is, in fact, quite misleading.

A designer who cannot feel instinctively that this or that mass is wanted has no art in him, and such pseudo-analysis as this is one of the banes of the modern school of teaching. Mr. Crane speaks wisely indeed when he remarks that "nothing has degraded the form of common things so much as a mistaken love of ornament," and he might have added a warning against the confusion of "smoothness" with "finish" in plastic work, which has robbed so many objects of their artistic interest. On the subject of books we think Mr. Crane has elevated a fad into a law when he maintains that "the double page is the true unit and not the single page," and in his dictum that the print should be crowded into the centre, leaving a narrow margin at the top, a wider margin at the sides, and a still wider margin at the bottom, to leave room for the thumbs of the reader. Again, it is much too sweeping to advocate, as he does, the exclusive use of line drawing in the illustration of a printed book. It will seem equally true to many artists that a wash drawing is often a delightful relief to the speckled printed page. Mr. Crane is too often led into sweeping statements, and is most useful and interesting when he is less general in his expression. The illustrations of the book are strikingly good, and are a triumph also over the difficulties of selection. Mr. Crane's own drawings of familiar objects are delightful, as well as his sketches of architecture—with one exception, the Tower of the Palazzo Vecchio, Florence; the examples showing the difference of character between carving in stone and in wood might have

brought out more fully the quality of the stone carver's chisel as contrasted with the wood carver's gouge.

The book as a whole is undoubtedly delightful to mind and eye.

A Text-Book of Zoology. By T. JEFFERY PARKER and W. A. HASWELL. 2 vols., illustrated. (Macmillan.)

This is a painstaking and useful manual, which we heartily recommend to second-year classes, and to solitary students who have gone through a practical elementary course in zoology. It gives in clear language the substance of the best text-books, occasionally, but not very often, drawing upon special memoirs, and still more rarely giving unpublished matter. This is not an epoch-making book, but it will be a real help to many a student and lecturer. Practical utility, and not originality or learning, is its most prominent feature. Mistakes are few, the most conspicuous that we have noticed being the substitution of *Pulex* for *Culex* (fig. 473). The illustrations are numerous and well executed; a fair proportion are original. We could wish that many more had been either new or less familiar; it is a pity to occupy much valuable space by reproducing figures so well known as those here copied from Claus, Gegenbaur, Lang, and Wiedersheim. Our authors must have had plenty of material for new figures, such as would have been a real addition to the resources of the teacher.

Though one author has taught in New Zealand, and the other in Australia, there is no strong local flavour about the book. Southern examples are occasionally taken, but only such as are closely similar to common European forms. The book is better suited to European students than to any others. A text-book of zoology, based upon the indigenous animals of the Southern Hemisphere would be an interesting addition to scientific literature, but this is a want which our authors do not attempt to meet.

The death of Dr. Jeffery Parker, on the eve of the publication of his chief text-book, is a blow to zoology, and especially to the zoology of New Zealand. Under difficult circumstances he had laboured hard and successfully to set a good standard of work, and to take advantage of the opportunities which a new country offers to the naturalist. His loss will be felt, not only in New Zealand, but wherever steady scientific industry is valued.

Philosophical Lectures and Remains of Richard Lewis Nettleship. Edited, with a biographical sketch, by A. C. BRADLEY and G. R. BENSON. 2 vols. Price 17s. net. (Macmillan.)

A Balliol tutor and lecturer for twenty-three years, and for the latter part of that period reckoned by all Balliol men among the *Dii majores* of their college, Lewis Nettleship was known to the outer world only as the disciple and biographer of R. C. Green. The notices that his tragic and heroic death on Mont Blanc in 1892 called forth from friends and pupils revealed to the general public that there had passed away a man of striking originality, a philosopher whose life was greater than his writings, or even than his oral teaching. This impression will be deepened and strengthened by these "Remains," and still more by the all too brief biographical sketch contributed by his most intimate friend.

To attempt the roughest estimate of his philosophy of life would far exceed our limits. Perhaps it is best summed up in his favourite distich from Goethe:—

Nur wo du bist sei alles immer kindlich,
So bist du alles, bist unüberwindlich.

To follow Nature is a Lesbian rule professed by the most opposite schools of thought, but Nettleship's interpretation was plain and consistent. His ideal was the realization of a man's whole self, not by suppression of the lower parts, but by the absorption of the lower nature in the higher, a living present self-sufficient without regard either to past or future. The letters, or, rather, extracts from letters, are somewhat austere impersonal. Even when a man is discoursing of life, death, and immortality, one likes (such is human weakness) to know the time, place, and name of his correspondent. The lectures on the "Republic" of Plato, which form the second volume, have been very skillfully redacted from the notes of pupils, and are as thoughtful and suggestive as the essay on Platonic Education in "Hellenica." Higher praise we cannot award them.

Sophocles Tragediæ. Edited by ROBERT YELVERTON TYRRELL.

Price 5s. net. (Macmillan.)

An elegant edition of the text of Sophocles, printed in the Image type, and bound in vellum. Professor Tyrrell is a conservative, and in his introduction he contrasts the wise caution of Professor Jebb with the rash blundering of Mekler and other German editors. The introduction is all too short. How is it possible to vindicate the adopted readings in fifteen short pages when the editor gives the rein to his humour, quotes Sheridan and Mrs. Poyser, and favours us with versions of his own? We should be very loth to see them expunged; our complaint is that we have not enough of them. In one passage ("Ed. Col." 547) we prefer the despised Mekler's reading to Professor Tyrrell's. For Mekler's *καὶ γὰρ ἂν οὐκ ἐφόνευσ' ἐμ' ἀπάλεσαν*, the text gives: *καὶ μ' ἐφόνευσ' ἀλαδὲ καὶ ἀπάλεσα*. The Chorus asks: "What canst thou plead?" (Edipus answers: "A plea in justice. I acted in self-defence.") This seems to Professor Tyrrell an anticlimax. But can his own proposed rendering: "It was a murder of myself too, a murder of my happiness," stand as a plea in justice? A murderer is not acquitted because he has tried to commit suicide. Further, *καὶ ἀπάλεσα* seems to us as faulty, metrically, as Tyrwhitt's conjecture, *ἀγνώσ*.

Conington's Virgil. Fifth Edition, revised by F. HAVERFIELD.

Vol. I. Price 10s. 6d. (G. Bell.)

The fourth edition of Conington's "Virgil" was revised by his successor in the Chair of Latin, the late Henry Nettleship, a ripe and full scholar, who had made of Virgil a special study. The orthography was throughout emended, and four introductory essays on the life, the text, the ancient commentators, and the early criticisms added, as it were, a new façade to the building. Mr. Haverfield is a worthy *διάδοχος* of the Oxford tradition. Little was left for him to do, but he has done that little well. By incorporating the *marginalia* left by Mr. Nettleship at his death, and collating the more recent Virgilian studies—in particular, those of Ribbeck and Philo—he has brought the fifth edition up to date. As instances of happy improvements, we may refer to the notes on "B." I. 65, *rapidum cretae Oaxen*, and on "B." IV. 62, *cui non risere parentes*. Modern literature is so saturated with Virgil that a commentator may well hesitate to take notice of the echoes to be found even in English poets. Yet we cannot help thinking that these might sometimes afford a more faithful commentary than Servius and Nonius. Such notes, however, would be perhaps too wide a departure from the original scope of this edition.

"The University Tutorial Series."—*Virgil, Æneid, Book I.*, edited by A. H. ALLCROFT and W. F. MASON; *Book IV.*, edited by A. H. ALLCROFT and A. E. W. HAZEL. *Ovid, Metamorphoses, Book XIII.*, edited by J. H. HAYDON; *Book XIV.*, edited by A. H. ALLCROFT and B. J. HAYES. (W. B. Clive.)

These editions are intended for London Matriculation students, and will satisfy all their needs. The notes are mainly syntactical; every subjunctive is tabulated, and every case where the least doubt could arise referred to its proper genus or species; the prosody is treated in an introduction, and the mythology in an index of proper names. Into such a scheme nicer points of scholarship and literary criticism do not enter; they are out of the ken of the matriculant, and, therefore, of his editors; but we find not infrequently real difficulties of meaning passed over. Thus, on "Æneid I." 561-612:—567, *obtusius*, not *obtus*, is the true reading. 571, *tulos*: the participle needs a note. 574, "agetur: 'shall be regarded,' is wholly inadequate. 591, "adflarat, an example of zeugma." Page clearly shows that it is not. Here and in the following similar references to the Homeric originals are almost essential. 603, "quid: predicative, 'if justice, &c., be aught at all.'" The alternative rendering, which couples *mens sibi conscia recti* with *Di* as subject of *ferent*, should have been noticed. 608, "convexa sidera, 'the vaulted stars'"—an exploded interpretation; at any rate, the alternative should be given. Ovid's "Metamorphoses" is easier and less trite ground than the "Æneid," and serviceable editions like these are far more needed, though we feel inclined to pick a quarrel with the University Senate for setting third-rate poetry. In XIV. 18, *pudor est* is not "it would be a shame," but "modesty forbids me."

Exercises and Test Questions on the "Tutorial Latin Grammar." By F. L. D. RICHARDSON and A. E. W. HAZEL. (Clive.)

The bulk of the book consists of simple sentences—Latin into English, and English into Latin—of the Arnold type. There is a special vocabulary for each exercise, and a general vocabulary at the end. The test questions are very good—not catchy, and yet requiring thought.

The World's Lumber Room. a Gossip about its Contents. By SELINA GAYE. (Size 7×4¼ in., pp. xii., 316, illustrated; price 2s. 6d. Cassell.)

This excellent little book is now in its eighth thousand, and, therefore, must be known to most of our readers; and we advise those who do not know it to make its acquaintance forthwith. Its subject-matter is well selected, and it is well informed, and brightly written. It begins with the Dustman; and goes on to tell us all about dust and its uses: what makes dust—frost, wind, glaciers, volcanoes, animals, vegetables, &c.; what becomes of dust—coral islands, flint, salt, &c.; scavengers,

animal and vegetable; and so on. It is full of interesting matter, interestingly put together, and fairly well illustrated. It would serve excellently as a Reader, or a school prize, or a gift-book. Boys and girls with any taste for Nature-study are sure to enjoy it, and so will many of their elders. Amongst many other good points, we have been particularly struck by the quiet force with which the lesson is brought home that everything has its use, and nothing is actually wasted: material is transformed and does not perish.

Scenes of Child Life in Colloquial French. By Mrs. J. G. FRASER. (Macmillan.)

Baby dialogues, as good in their way as the "Dolly Dialogues," and showing as intimate a knowledge of human nature in embryo. The differences of the *bébé* and the baby are clearly taken off in the preface. The illustrations by H. M. Brock are very apposite. We have noticed a few misprints, as *voilà*, and *si on* for *si l'on*.

English Grammar Past and Present. By T. C. NESFIELD. (Macmillan.)

This may be described as an attempt to combine in a single volume Mason, Morris, and Kellner, and it has much to commend it. The author, a Director of Public Instruction in the North-Western Provinces, has been able to try his 'prentice hand on the young Baboo, and, in compiling this English edition, he has been privileged to consult Professor Skeat as general referee. The London Matriculation papers in English set during the last eighteen years have been tabulated, and the author's boast that he has provided materials for answering nearly all is justified. Once and again he ventures to break a lance with the *dozen* of English grammarians, but in our judgment he rarely succeeds in scoring a point. Thus Mason tells us that *and* is the sole conjunction which unites words as well as sentences. "No," says Mr. Nesfield; "*but* is another. 'I admire the character of a poor but honest man' is exactly parallel to Mason's example: 'Two and three make five.' We cannot possibly split up *but honest* into a separate and independent clause." Surely we can—"of a man who is poor, but is honest." Mason tells us that "*than whom*" is a syntactical anomaly. "Perfectly simple syntax," replies Mr. Nesfield; "*than* is a preposition." The point is quite arguable, but some of the instances adduced make rather against than for Mr. Nesfield's view. Thus "No other than a graduate need apply." Would Mr. Nesfield write: "No other than *him* can have done it"? Weaker still is the argument from analogy: "Better than mine = superior to mine." In exactness and precision the book leaves much to be desired. On the very first page the student is warned against the faulty definition: "The subject is what we speak about," and instructed to say: "The word or words denoting the person or thing," &c. Yet, on turning the page, we find: "An adjective qualifies a noun, an adverb qualifies anything except a noun or pronoun." Is it hypocritical to suggest that the author's first definition is itself faulty?—"A combination of words that make a complete sense is called a *sentence*." Are not "Go!" "Fire!" sentences? Again, we are told that in "all of a sudden," "greatly to his credit," the adverbs modify the prepositions *of*, *to*. The appendices on prosody and poetry and figures of rhetoric are too brief to be of any value. What is the possible use of such model scansion as this?—

"He sinks' | intó | thy depths' | with búh- | bling groan',
Without | a gravé, | unknelled', | uncóf- | fined, and' | unánówn."

The fifth appendix, on vocalic sounds, by Professor Skeat, is admirable. "Dialect," by the way, is not derived from *διαλεκτική*; and Gray in his "Elegy" did not make *lea* rime to *day*, but to *me*.

"The Organized Science Series."—*First Stage Physiography.* By A. M. DAVIES, A.R.C.S., B.Sc., &c. (6¼ × 4¼ in., pp. viii., 238; price 2s., illustrated. W. B. Clive.)

The title-page of this book tells us that it is intended for the elementary examination of the Science and Art Department, and the chapters reveal that this examination has been kept very prominently before the eyes of the writer. But Mr. Davies, who used to be Demonstrator of Geology at the Royal College of Science, London, has produced something much better than a mere cram book. Physiography draws on so many sciences for its material that it is common to find in the little treatises which are constantly appearing some department, or departments, very inaccurately, or, at any rate, very inadequately treated. But Mr. Davies has treated all his departments with equal accuracy and skill. The experiments described and suggested are good, and the explanations of phenomena are simple, clear, and sound. Feebler students may perhaps require here and there a little more than is given—in the case of latent heat, for instance—but, as a rule, the descriptions and explanations are quite adequate.

After dealing with some "preliminary notions" concerning matter and force, Mr. Davies proceeds to treat of motion and energy, the mechanical powers, heat, the chemistry of the earth, and then moves on to what used to be more commonly considered as physiography proper. The order is rather that of a man of science who is thinking of his science than that of a teacher who is thinking of the learner as well as of the subject-matter. Much of the earlier part of the book is

considerably harder for the young student to master and imagine than what follows. It is better, we think, to begin with the earth as we see it, and with some of its commoner phenomena, which can be directly dealt with in the laboratory, than with the earth as a planet such as science enables us to imagine it. However, in this Mr. Davies was not entirely a free agent. He had to bear in mind the published syllabus, and has not thought it well to deviate from this to any great extent. The result is a decidedly useful little book. There is one small matter which we cannot help mentioning here. In books on physiography it is becoming more and more common to speak of the same winds sometimes as north-west winds and sometimes as north-westerly winds, there being no apparent object in the change. Would it not be better to stick to one epithet? "North-westerly" might very well be kept to mean "in a north-west direction," as it means this most frequently in common speech; and not be used sometimes to mean this and sometimes to mean "from a north-west direction." All the points of the compass suffer in the same way.

Carlyle's Sartor Resartus. Edited, with Introduction and Notes, by J. A. S. BARRETT. (A. & C. Black.)

In a very modest preface, the editor craves indulgence for errors of omission and commission due to a 'prentice hand. No such apology is needed. The introduction discusses Carlyle's biography, philosophy, and literary style, with competent knowledge of his other works, and of the voluminous literature that these have generated. The notes (unlike those in a recent edition of selections) leave no allusion unexplained, and err only on the side of excess. Does any reader of the "Sartor" need to be informed that the Tiber is a river in Italy, on which Rome is situated; that the Chimæra is a fabulous monster described by Homer, and so forth? These, however, are specks of grit, that can easily be removed from an admirably compounded salad. From Mr. Barrett's estimation of Carlyle's social and political philosophy we differ widely. To us he seems, even at his best, only a preacher in the wilderness, a great iconoclast, not an evangelist; but this is not the place to debate so moot a question.

A Run round the Empire: being the Log of Two Young People who circumnavigated the Globe. Written out by their father, ALEX. HILL, M.A., M.D. (Size 7¼ × 4¼ in., pp. viii., 285, illustrated; price 3s. 6d. Sonnenschein.)

This is a light-hearted, pleasantly written book of travel and chatter and fun. It might be described as London to Liverpool, *via* the Suez Canal. Dr. Hill is Master of Downing College and Vice-Chancellor of the University of Cambridge, so we have a sufficient guarantee of the general accuracy of the narrative; while the fact that the illustrations—which are numerous—are from photographs gives us an additional feeling of security. But neither facts nor photographs are what do most to render the book attractive. Its greatest attraction is the high spirits and evident enjoyment of the young travellers, and the freshness of the impressions made on them by places and people. One regrets not to have been a member of the happy party. The book will be read with pleasure by other young people, and will make a capital reading book for schools; all the better because it was evidently written without any such intention. Would that other young people might have such an object-lesson on the British Empire; and may *puer* and *filia* soon realize their desire to see the rest of it. Meanwhile, we thank them and their father for showing us that such an expedition is not an impossibility, and for allowing us to share, in imagination, the pleasures of their journey.

"The Oxford Manuals of English History." No. IV., *England and the Reformation.* By G. W. POWERS, M.A. (6½ × 4½ in., pp. 143; price 1s. Blackie.)

The idea of this series is to cover the period from 55 B.C. to 1832 A.D. by six little volumes, written by different teachers of modern history at Oxford, and so fitted on to each other that the whole shall form one continuous history of England. How far this aim has been realized we cannot say, for this is the only volume which the writer of this notice has seen as yet. The books are intended for middle and upper forms of schools, and "presuppose a desire in the scholar to know something of the social and constitutional history of England, as well as of purely political events." With this view we heartily agree, and we may add that, on the whole, it has very satisfactorily influenced the contents of this particular volume. So much happened between 1485 and 1603 that it is no wonder that Mr. Powers has found it impossible to avoid an amount of condensation here and there which robs the pages of all charm, especially for the young. For them it would have been better to provide more, or somewhat larger, volumes, than to have to resort to so much compression. The young mind prefers a much more loosely constructed story, which taxes the attention to a smaller extent and less continuously. However, given the conditions of this book, we do not think it could have been done very much better by any one. The subject has been well thought out and well set forth, and certainly teachers of history in schools will find this volume valuable and suggestive; and, if they will expand it a little here and there, their pupils, also, will be able to profit by it considerably. But, in any case, both will find it useful.

English History for Children. By MRS. FREDERICK BOAS. (6¼ × 4¼ in., pp. viii., 264; price 2s. 6d., illustrated. J. Nisbet & Co.)

Mrs. Boas has told the story of England from the times of Julius Caesar to the present day, simply, clearly, and interestingly; and her work has been revised by the Regius Professor of Modern History at Oxford. The book is refreshingly free from one-sidedness, and shows a very satisfactory knowledge of what it is among important matters that children will best like to be told about, and how the story should be told. The print is clear and good, and the illustrations generally satisfactory, and not overdone. We can heartily recommend the little book to those who are looking out for an English history for children between eight and twelve years of age.

The Reign of Queen Anne. By MARGARET A. ROLLESTON. (6½ × 4 in., pp. xii., 132; illustrated. George Philip & Son.)

The secondary title of this little book—and it gives its main gist—is “A Phase in the Revolutionary Settlement of Great Britain.” It has a brief introduction by the Hon. E. Lyulph Stanley. We quite agree with him that the book “gives a lively and faithful glimpse of a reign which will require extended reading to be well understood.” Miss Rolleston obtained a First Class in the Historical Tripos twelve years ago, and has had a good deal of experience in lecturing pupil-teachers and others. She is, therefore, doubly qualified for her task, and she has given us a useful little epitome, which teachers who are dealing with the reign will find very much to their purpose.

The Bible Text-Book. By JOHN JACKSON. (Sampson Low.)

A pretty little volume in red and black type, with a triplet of texts for each day—a prayer, a promise, a precept. The three are correlated thus for the day on which this notice was written. We find “Remove me far from vanity and lies;” “I will remove the iniquity;” “Remove thy foot from evil.”

“Arnold’s School Shakespeare.”—(1) *King John*. Edited by F. P. BARNARD, M.A. (7 × 4½ in., pp. lii., 152; price 1s. 6d.); (2) *Coriolanus*. Edited by R. F. CHOLMELEY, M.A. (7 × 4½ in., pp. xxviii., 172; price 1s. 6d.).

These books are so much alike in plan and general character that they may be conveniently treated together. Both have useful well-written introductions—the greater part of the contents of which, however, should be given as appendices, to be studied after the play has been read, and not before. To introduce a student to a play is one thing; to help him to comment on it after he has read it is another. Both editions contain what, to our mind, is quite superfluous in books of this kind, viz., a life of Shakespeare, a chronological table of Shakespeare’s works, ditto of his life, and a classification of histories, tragedies, and comedies—which occupy in all eight pages of small type, and are identical in the two volumes. Both also give us some pages of examination papers—which, in our experience, are liable to prove incentives to cram. The notes in both cases are fairly adequate; but err, as far as they err at all, on the side of bareness and briefness. Mr. Barnard’s notes are a little fuller than Mr. Cholmeley’s, and the latter is now and then given to introducing superfluous etymologies, especially from Anglo-Saxon. But, as we have said, the notes are in the main adequate; though we have not noticed in them much attempt at literary appreciation, which is one of the special aims of the series. Both volumes adopt the excellent plan of giving a full index to the notes. Both are neatly bound and well printed, though the type used for the text might with advantage be a little larger. There is one small defect, for which, however, the editors are not responsible—the title-pages are not dated.

Soldiers of the Legion. By HERBERT HAYENS. (Nelson.)

The “Legion” is the contingent of British soldiers who took service in Spain in behalf of Queen Isabella against Don Carlos. One does not quite see why the Englishman who tells the tale joined the Legion at all, except that some sort of story is needed on which to hang the historical part. It is probably the fault, not of Mr. Hayens, but of the facts, that the account is a rather confusing succession of well-meant efforts, which fail for want of support, of brave blood shed in vain, and hopeless delays made desperate by cold and famine; but it is not easy to get a clear idea of the events of the war.

Gubbins Minor. By FRED WISHAW. (Griffith, Farran, Browne, & Co.)

A school story, with some amusing sketches of odd characters. It is somewhat fragmentary, and is rather a series of pictures than a continuous story. Gubbins and the bicycle is one of the best chapters in the book, and will commend itself to all who have tried the office of instructor in the art of cycling.

“ALKESTIS” AT EDINBURGH ACADEMY.

THE “Alkestis” of Euripides was produced at the Edinburgh Academy on Friday the 18th ult. in a style somewhat unusual in amateur performances. A spacious and lofty stage, representing the marble front of Admetos’ palace, had been specially constructed for the occasion, and across the luminous background thus afforded, moved, with rare

beauty of grouping, the scenes of a play which can scarcely be matched in Greek drama for splendour of situation.

The opening passage in which Apollo, his period of servitude in the halls of Admetos at an end, leaves sadly the palace that has harboured him so long, and encounters the Death God, arriving true to the fatal day, was effectively rendered on every night but the first, when it was somewhat injured by one of those strange fits of forgetfulness which is apt to fall upon amateur performers.

In contrast with the method pursued at the production of the “Antigone” in 1895, the female parts were entrusted to ladies. Upon dramatic grounds such a course is always to be recommended. Few boys with treble voices have the physical gifts and stature which admit of a successful representation of one of the grand female parts of Greek drama; and, if a lad of riper years is chosen, his large hands and feet, and bass or baritone voice, sadly injure the dramatic illusion. In the present instance, Miss Duncan, a sister of a former pupil of the school, in the title rôle, and Mrs. Nairn in the part of the Handmaid, more than justified the decision which had been made, while Miss May Robertson, a little girl of about five years old, who played the part of the sister of Eumelos, added much to the pathos of the scenes by the unconscious charm of her acting.

By judicious excision, one of the main difficulties of the “Alkestis” as an acting play, namely, the wearisomeness of the repulsive egoism of Admetos, was considerably lessened. Under Mr. Laming’s skilful presentation, attention was rather directed to the redeeming points of the character—to wit, the recognition of hospitality as a religious duty, even in the hour of affliction, and the genuine love of Alkestis and faithful veneration for her memory.

The part of Herakles, like that of Alkestis, demands unusual physical gifts. Mr. Thomas looked the picture of the open-air god, and, while imparting to the play the element of heroic jollity which the poet designed, never degenerated into buffoonery. From the dramatic point of view, however, undoubtedly the most telling scene was the terrible one between Admetos and Pheres. It would be difficult in the whole range of dramatic art to find any speeches more horrible than those of the latter when he turns upon his son, who has reviled him for his cowardice in not dying in his stead, with: “At least you do not jeer, as you carry out the old man”; or, as he points to the dead body of the noble Alkestis upon the bier: “I wot she was not shameless, but a fool.” The callous scorn of the old man was admirably portrayed by Mr. Johnstone. Mr. P. J. Ford, as the cup-bearer, was a pathetic and graceful figure. He might have stood for an ideal representative of *Il Penseroso*, and acted and spoke well. Mr. R. Macpherson was highly successful in the famous song sung over his mother’s corpse, and throughout the play looked the picture of childish grief. Mr. G. D. Knox spoke his Greek well, and was impressive and sonorous in the sententious part of Koruphaeos.

It remains to speak of the music. This was especially composed for these performances by Mr. Ernest Torrance Thomson, a boy of nineteen, who had recently left the school, and proved extraordinarily successful. A large portion of the best musical talent of Edinburgh had been drawn to the play by the fame of it, and a number of most favourable criticisms have appeared in various newspapers. The beauty of the melodies, which Mr. Thomson has woven into his work, and the skill with which he has reproduced the colour of the poetry, render this first attempt upon his part at choral composition singularly full of promise. The chorus, which was composed of old and present boys of the Academy and masters, gave an excellent specimen of how such work should be done, and sang with a steadiness and a vigour and refinement of expression which only a long course of previous training in concerted singing could have produced. The play was dressed by Messrs. Nathan, 17 Coventry Street, Piccadilly, and the richness, variety, and correctness of the costumes set off the beauty of the grouping, which afforded a continual feast to the eye. Photographs of the play will probably be produced in a forthcoming number of the *Sketch*.

JOTTINGS.

AT the recent meeting of the Lancashire and Cheshire Branch of the Assistant-Masters’ Association, held in Liverpool, the Secretary stated that the membership now exceeded a thousand, three hundred new members having joined during last year. The Lancashire and Cheshire Branch numbers nearly a hundred and twenty. After approving alterations in the rules, the meeting unanimously passed the following resolutions:—(1) “That this Branch deeply regrets that the Bill for the Registration of Teachers in Secondary Schools does not appear among the Government proposals for this Session, and that the Executive Committee be requested to forward this resolution, at an early date, to the members of the Cabinet, and that in the meantime the Executive Committee be requested to draft a Registration Bill and endeavour to get it introduced by some private member.” (2) “That this Branch, in view of the urgency of the Registration question, and seeing that the Association has always put this question in the fore-front, hereby requests the Executive Committee to at once approach the Incorporated

Association of Headmasters, with a view to secure their aid in the immediate formation of a register, such register, like that of the Medical Council, to be later on submitted to Parliament for the Royal Assent, and the granting of a Charter."

WE gave last month, from a Parliamentary report, a sample of English as it should not be written. We may cap it by three choice specimens which have come under our notice in the last month. The first is from an article on Systematic Commercial Education in the *Journal of the Society of Arts*—"I use the term 'systematic' as its omission would be met by the assertion that the opportunities for commercial education exist in the form of evening classes." The second is from the recently published sermons of a recently appointed Bishop—"Every house had a family in each room to eat and sleep in." The third is a boy's character by a famous ex-headmaster, now a Bishop—"Seems enhancing into oldering steadiness."

I HEARD a modern Churchman
Preaching in yonder dome
A doctrine founded on Darwin,
And a ritual following Rome.
By the time I left the building
'Twas night; and by good hap
There was the New Moon, hugging
The Old Moon in her lap.

F. W. B.

MM. CH. V. LANGLOIS and Ch. Seignobos' important "Introduction to Historical Studies" is being translated into English by Mr. G. G. Berry, of the Bodleian Library, Oxford, and will be published by Messrs. Duckworth & Co., 3 Henrietta Street, Covent Garden, W.C. The English edition will contain a special preface by Professor York Powell.

MR. R. J. LLOYD, D.Lit., has accepted a unanimous invitation from the Senate and Council of University College, Liverpool, to lecture on Phonetics at the College, as honorary Reader. The invitation was strongly supported by the modern-language professors.

AN exquisite instance of euphemism or euphuism, or both, occurs in Mr. Lallan's report to the Headmasters' Conference of the Olympic Congress at Havre. The second resolution runs: "The Congress desires the establishment of a hydrotherapeutic service [*service d'hydrothérapie; anglée*, "tubs"] in every educational establishment."

THE University Hall, Paris (95 Boulevard Saint Michel), is arranging an Easter course in French. "The classes open as soon as the students arrive, and will continue so long as any students remain."

OVER nine thousand entries have been made for the examinations of the Society of Arts. The greater number of these entries are for shorthand or for book-keeping, but some hundreds offer one or other modern language.

LORD DAVEY, the Bishop of London, Sir William Roberts, Sir Owen Roberts, Professor Jebb, and Professor Michael Foster are proposed by the Government to constitute the Statutory Commission under the London University Bill.

THE sons of Dr. Spiers are about to publish a supplement to Dr. Spiers' "French-English and English-French Dictionary." They would be grateful for any suggested additions and corrections, addressed to Professor Victor Spiers, King's College, London.

MR. J. MONTGOMERY, assistant-master at Parmeter's School, has been appointed Headmaster of Uckfield Grammar School. Mr. Montgomery founded the Assistant-Masters' Association in 1891, and has continued Honorary Secretary since that date.

MR. ARTHUR SIDGWICK has been made an honorary LL.D. of Glasgow University.

AN International Congress of Teachers of the Blind will be held in Berlin on July 25 next.

DR. RENDALL, Headmaster of the Charterhouse School, has been entertained at a banquet by the Mayor and Corporation of Godalming. This town is probably unique for the influence over municipal affairs exercised by the masters of a public school.

NEARLY £100,000 has been already subscribed to the fund for the new buildings of Aberdeen University.

ON March 16, at Bloomsbury County Court, Judge Bacon awarded £10 for wrongful dismissal to an assistant-master of a private school at Haddon. The Judge "chaffed" the defendant unmercifully, and wondered, after he had seen the headmaster, that matters had stood so long. The defence was that an assistant-master must go to bed at 10 o'clock, and the plaintiff had refused, and was summarily dismissed.

FROM the *Times* advertisement columns:—"Required for the summer term, in a large Preparatory School, a Master who is a first-rate cricketer. School-work elementary."

MODERATIONS at Oxford are in future to be held every term, instead of twice a year.

THE two latest Inspectors of the Education Department are Mr. Alfred Eichholz and Mr. Basil Sidney Cornish.

THE Duke of Devonshire's reply to Lord Norton in the House of Lords, on March 11, is worth quoting *in extenso*:—"As my noble friend is aware, the hope was expressed in the Queen's Speech that it would be possible to introduce a Bill in the course of the present Session. I am not able to state that it is at all likely that the measure will be introduced in the other House before Easter. I hope that after Easter it will be possible to make some announcement on the subject. After what has fallen from my noble friend, I think I ought to make a reservation by stating that it is not, and never has been, the intention of the Government to do anything in the nature of what may be called establishing secondary education all over the country. Any measure which we propose will be solely for the purpose of organizing in a better way that which already exists, and, possibly, for supplementing it to a certain extent. That what is being done by county authorities, or municipal bodies, or private individuals, is something to be done by the Government is not an idea which has ever been entertained by the Government. No doubt a certain amount of the £800,000 which has been given to be principally expended on technical education may have been at the outset misapplied, and perhaps a certain portion of it has been wasted; but, on the other hand, I believe that a very large portion of it is now being most usefully employed, and with very great advantage to the various localities. It is not, as my noble friend has supposed, dependent entirely upon the will and pleasure of the County Councils. Almost every County Council has, for the purpose of administering this grant, established an Educational Committee, which does not usually consist solely of members of the County Council, or need not consist solely of members of County Councils. Those bodies are gradually acquiring a great deal of experience, and I believe that in a great many centres they are at present doing very valuable work."

DR. W. J. SIMPSON, late Health Officer of Calcutta, has been appointed Professor of Hygiene in King's College, London. Professor John Glaister has been appointed Professor of Forensic Medicine in the University of Glasgow. The Rev. W. T. A. Barber is the new Headmaster of the Leys School, Cambridge, in succession to Dr. Moulton.

THE town of Preston, with a population of 115,000 and a grammar school of forty boys, requires a headmaster. The Corporation pay him £100 a year and let him take the fees and make what he can. Can no one make the city fathers realize their responsibilities?

AN appeal, signed by a strong committee of notables, is made for the sum of £4,000 in order to make the buildings of St. Mary's College complete for the purposes of a training college for secondary-school mistresses on distinctively Church lines.

Two vacancies on the governing body of the Royal Holloway College have been filled by the appointment of the Dean of Windsor and Mr. James Anstie, Q.C.

THE way language grows:—"Moderatism is simply Progressism minus charlatantry"—from a leading article in the *Times*.

THE Agricultural College at Wye is to be treated, under the provisions of the London University Bill, as if it were within a thirty-mile radius of London. The College was started, and is maintained by, the County Councils of Kent and Surrey. It has always claimed to be of University rank.

THE Joint Agency Committee has postponed the appointment of Registrar until the 6th of this month. As an illustration of the willingness of different bodies of secondary teachers to work together for a common end, it is interesting to note the composition of the Committee. It consists of representatives from the following bodies:—

The College of Preceptors, the Teachers' Guild, the Incorporated Association of Headmasters, the Assistant-Masters' Association (two representatives each); the Headmasters' Conference, Private Schools' Association, Welsh County Schools' Association, Association of Headmasters of Preparatory Schools, Association of Headmasters of Catholic Schools, Association of Technical Institutes (one representative each); and also a representative from the Oxford Appointments Committee and from the Cambridge University Scholastic Agency.

THE first annual convention of delegates of the Dublin, Belfast, and Cork branches of the Association of Intermediate and University Teachers was held in the Royal University Buildings, Dublin, on Friday, January 7. Professor Fitzgerald moved a resolution to the effect that the present system of secondary education in Ireland was unsatisfactory and demanded reform. It was, he said, principally at fault from want of money. They had not the large endowments which existed in other countries. One of the greatest faults of the intermediate system, and of the way in which, especially of late years, it had been controlled by the Board, was that a great majority of the boys had their interests sacrificed for the sake of the smaller number who were likely to take up an advanced University course. In Germany they had a secondary system of education, in which teaching was provided for both the commercial and professional classes, but entirely apart in a different set of schools. He thought that was very unfortunate, and that the English system was much better. They wanted in Ireland a grant of more money and also a school of agriculture, which was quite as scientific a subject as medicine. Other resolutions were passed asking for the institution of some standard of qualification for teachers and for the extension to Ireland of the clause of the forthcoming Bill which deals with the compulsory registration of teachers.

IN his admirable lecture on "School Curricula," a brief summary of which is given under "Teachers' Guild," Mr. Sadler brought home to his audience the contrast between German organization and the chaos which still prevails in English schools by quoting two parallel advertisements for a clerk from an English and a German paper:—

"Youth (smart, well-educated) wanted in Office as Junior Clerk. Must be a good writer, quick and accurate at figures."

"Junior Clerk wanted in Merchant's Office. Certificate for one year's military service indispensable."

SIR WALTER GILBEY has offered to provide a stipend of £200 a year for ten years for a Reader of Agriculture in the University of Cambridge.

THERE are nearly 120,000 half-timers in the elementary schools of England and Wales. Of these Lancashire contributes 40,000, and the West Riding of Yorkshire half that number. The other counties are spotless in comparison.

THE Associated Chambers of Commerce have passed resolutions in favour of the compulsory adoption of the metric system of weights and measures.

THE University of Cambridge is in want of £50,000 to provide suitable and complete Medical Schools.

THE late Mr. Philip Egerton Barker has bequeathed his house and grounds, near Nantwich, and a sum of £20,000 for the foundation and maintenance of an institution to be called the Barker Collegiate School.

LORD CHARLES BERESFORD had an enthusiastic reception at Harrow on the occasion of his address on "The Navy." The head-master, in moving a vote of thanks, said that if the recount at York were entrusted to one of the Harrow masters, Lord Charles could rely upon a majority of at least one vote. What is this mysterious power which a Harrow master possesses?

"OLD ALSTONIAN" inquires for a recently published book of Greek and Roman portraits. We welcome the opportunity of recommending "Atlas of Classical Portraits," by W. H. D. Rouse (Dent & Co.), a new departure in school books.

THE portfolio monograph on Greek bronzes, to be published by Messrs. Seeley & Co. the middle of April, is written by Mr. Alexander

Stewart Murray, keeper of the Greek and Roman antiquities at the British Museum; author of "Greek Sculpture under Pheidias," &c. The number will be illustrated mainly from the collection of bronzes in the British Museum, and will contain several that have not been previously reproduced.

PUBLICATIONS RECEIVED.

- AIRD & COGHILL (Glasgow).—Old Age Pensions. By William Birkmyre.
- GEORGE ALLEN.—Contributions to the Organization of a Normal Tertiary (Higher Secondary) School. No. 1. Sketch of Educational Ideas and Methods with Work-plan and Report-form, constituting a Normal Program of Work for English Boys of 11 to 18 years of age belonging to the Directing Classes, a Synopsis of Educational Science, and a Form for recording the Worth of each Boy. By Cecil Reddie, Hermann Lietz, and G. Herbert Hooper, of Abbotsholme. Price 1s. net.
- AMERICAN BOOK COMPANY (New York).—Laboratory Manual of Practical Botany. By Charles H. Clark. Price 96 cents.—A New Astronomy for Beginners. By David P. Todd, M.A., Ph.D. Price \$1.30.
- EDWARD ARNOLD.—Synopsis of Chief Events in Ancient History. Rev. E. C. Everard Owen.
- G. W. BACON & CO.—Bacon's British Empire Tree; illustrating the Acquisition and Growth of the Colonies, &c.—Picture Lessons in Natural History: Comparative Sizes of Animals.
- JOHN BALE, SONS, & DANIELSSON.—Five-and-Twenty Exercises on Two Hundred French Verbs. By N. Perini. Price 6s. Key, to Teachers only, 2s.
- GEORGE BELL & SONS.—The Bases of Design. By Walter Crane. Price 18s. net.—The Works of George Berkeley, D.D., Bishop of Cloyne. Edited by George Sampson. With a Biographical Introduction by the Rt. Hon. A. J. Balfour, M.P. Vol. II. Price 5s.—Registers of Examination Results. Part II. By James M'Cubbin. Price 1s. net.—All-England Series: Dumb-Bells. By F. Graf. Price 1s.—Cathedral Series: Norwich, by C. H. B. Quennell; Peterborough, by Rev. W. H. Sweeting. Price 1s. 6d. each.—Graduated Arithmetic. By C. Pendlebury and W. S. Beard; in seven parts. Parts I., II., and III., 3d. each. Parts IV., V., and VI., 4d. each. Part VII. 6d. Answers 4d. each.
- ADAM & CHARLES BLACK.—The Conquest of Italy (Historical Latin Reader). By E. G. Wilkinson. Price 2s.—School Geography of North America. Lionel W. Lyde. Price 1s.—Who's Who. 1898. By Douglas Sladen. Price 3s. 6d. net.
- BLACKIE & SON.—A School History of English Literature. Part II., Shakespeare or Dryden. By Elizabeth Lee. Price 2s.—Palmerston Sight and Sound Primers. Infant Reader II. Price 7d.
- WILLIAM BLACKWOOD & SONS.—Ancient Classics for English Readers: Aristotle. By Sir Alexander Grant. Demosthenes. By Rev. W. J. Brodribb. Thucydides. By Rev. W. Lucas Collins. Catullus, Tibullus, and Propertius, by Rev. James Davies.—Greek Verse Unseens. By T. R. Mills. Price 1s. 6d.—Latin Verse Unseens. By G. Middleton.—Dr. Frank's Agricultural Botany. Translated by John W. Paterson. Price 3s. 6d.—Paraphrasing, Analysis, &c. By D. M. J. James. Price 1s.—Higher Latin Unseens. By H. W. Auden. Price 2s. 6d.—Latin Historical Unseens for Army Classes. By L. C. Vaughan Wilkes. Price 2s.—Lower German. By Louis Lubévis. Price 2s. 6d.
- CAMBRIDGE PRESS.—Western Civilization in its Economic Aspects (Ancient Times). By W. Cunningham, D.D. Price 4s. 6d.
- CASSELL & COMPANY.—The Queen's London: A Pictorial and Descriptive Record of the Streets, Buildings, Parks, and Scenery of the Great Metropolis. Price 10s. 6d.—Dictionary of English History. By Sydney J. Low and F. S. Pulling. Price 7s. 6d.
- W. & R. CHAMBERS.—Stories for Infant Classes. Price 6d.—Little Recitations. Selected by R. C. H. Morrison. Price 1s.
- CHAPEMAN & HALL.—The Miner's Arithmetic and Mensuration with Answers. By Henry Davies.
- W. B. CLIVE.—Plato: Laches. By F. G. Plaistowe and T. R. Mills. Price 3s. 6d.—General Elementary Science. By William Briggs. Price 3s. 6d.—Livy. Book IX. By W. J. Woodhouse. Price 3s. 6d.—Date Chart of English History. By M. M. Mack and C. S. Fenrenside. Price 6d.—Elementary Date Chart of English History. By M. M. Mack. Price 3d.
- ARMAND COLIN & CIE. (Paris).—Lamartine, poète lyrique. Ernest Zyromski. Price 3½ francs.
- ARCHIBALD CONSTABLE & CO.—Westward Ho! By Charles Kingsley. Edited, with Introduction and Notes, by George Laurence Gomme. Price 3s. 6d.
- J. M. DENT & CO.—Atlas of Classical Portraits: Greek Section. By W. H. D. Rouse.—Roman Section. By W. H. D. Rouse.
- HENRY FROWDE.—Hints for Eton Masters. By W. J. Price 1s. net.
- GEORGE GILL & SONS.—Marshall's School and College St. Luke. Price 1s. 6d.—Shakespeare's Merchant of Venice. By Rev. F. Marshall.
- WILLIAM HEINEMANN.—The Women of Homer. By Walter Copland Perry. With Illustrations.
- ISBISTER & CO.—Carlyle's Essay on Burns. By Andrew J. George. Price 1s.—Goethe's Faust. Part II. By Calvin Thomas. Price 6s.—De Quincey's Flight of a Tartar Tribe. By George Armstrong Wauchope. Price 1s.—Coleridge's Ancient Mariner. By Andrew J. George. Price 1s.—Burke's Speech on Conciliation. By A. J. George. Price 1s.—Drei kleine Lustspiele. By Benj. W. Wells. Price 1s. 3d.—Technical Drawing Series, by Gardner C. Anthony: Machine Drawing. Price 6s. Essentials of Gearing. Price 6s.
- P. S. KING & SON.—Translations and Reprints from Original Sources of European History. No. 5, Vol. IV. Typical Cahiers of 1789. Edited by Dr. Whitcomb. Price 1s. 6d.
- CROSBY LOCKWOOD & SON.—Practical Building Construction. By John Parnell Allen. Price 7s. 6d.
- LONGMANS & CO.—Elementary Plane Trigonometry. By H. B. Goodwin. Price 5s.—Thoughts on the Lord's Prayer. By Elizabeth Wordsworth. Price 4s. 6d.
- MACMILLAN & CO.—Lessons with Plants. By L. H. Bailey. Price 7s. 6d.—Otiom Didascali. By W. Hobhouse, M.A. Price 4s.—France. By John Edward Courtenay Bolley. Two Volumes. Price 21s. net.—The Lost Plum Cake: A Tale for Tiny Boys. By E. G. Wilcox. With Nine Illustrations by E. L. Shute. Price 1s. net.—The Study of Children, and their School Training. By Francis Warner, M.D. Price 4s. 6d.—The Works of Geoffrey Chaucer (Globe Edition). Edited by Alfred W. Pollard, H. Frank Heath, Mark H. Liddell, and W. S. McCormick. Price 3s. 6d.—Three Sunsets, and Other Poems. By Lewis Carroll. With Twelve Fairy-Fancies by E. Gertrude Thompson. Price 4s. net.—English Grammar Past and Present. By J. C. Nesfield, M.A. Price 4s. 6d.—Schiller's Wilhelm Tell. With Introduction and Notes by W. H. Carruth, Ph.D. Price 4s. 6d.—American Literature. By Katherine Lee Bates. Price 6s.—Promotion Test Cards in Arithmetic, Scheme B. Price 1s. 6d.—

French and German Reading Books: Scenes of Child Life in Colloquial French. By Mrs. J. G. Frazer. Illustrated by H. M. Brock. Price 2s. 6d.—Foreign Statesmen Series: Mirabeau. By P. F. Willert. Price 2s. 6d.—The Eversley Bible. Vol. VI. (Ezekiel to Malachi). Price 5s.—The Modern Reader's Bible (St. Matthew and St. Mark and the General Epistles), in one Vol. Price 2s. 6d.—The Teacher's Manual of Object Lessons in Domestic Economy. Vol. I. By Vincent T. Murché. Price 2s. 6d.—Psychological Review for March 1898.—Ratzel's History of Mankind. Part 24. Price 1s. net.—Arithmetic for Schools. By S. L. Loney. Price 4s. 6d.—Teacher's Companion to Modern Business Methods. By Frederick Hooper and James Graham. Price 2s. 6d. net.

- METHUEN & Co.—Discipline and Law. Some Lenten Addresses by H. Hensley Henson, B.D. Price 2s. 6d.—A Voyage of Consolation. By Sara Jeannette Duncan. With Eight Illustrations by Robert Sauber. Price 6s.—Some New Testament Problems. By Rev. Arthur Wright. Price 6s.
- JOHN MURRAY.—A History of France from the Earliest Times to the Fall of the Second Empire in 1870. By W. H. Jervis, M.A. A New Edition thoroughly Revised and in great part Re-written by Arthur Hassall, M.A. With a Chapter on Ancient Gaul by F. Havercamp, M.A. With Coloured Maps and many Wood Engravings. Price 7s. 6d.
- SIR ISAAC PITMAN & SONS.—Pitman's Manual of Business Training. Parts 8 to 15, completing the work. Price 1/6d. each.
- G. P. PUTNAM'S SONS.—Nullification and Secession in the United States. By Edward Payson Powell. Price 9s.
- RELIEF BROTHERS.—Paul Bert's First Year of Scientific Knowledge. Revised by Dr. Wormell and Dr. Montague Lubbock.
- RIVINGTONS.—Handbooks of Practical Science: Mensuration, Hydrostatics and Heat. By G. H. Wyatt. Chemical Experiments. By G. H. Wyatt. Price 6d. each.
- SWAN SONNENSCHNEIN & Co.—An Eton Bibliography. By L. V. Harcourt. Price 5s.—Parallel Grammar Series: Fourth German Writer. By R. Gordon Routh. Price 2s.—Port-Royal Education. Extracts, with an Introduction, by Félix Calet. Translated by Adnah D. Jones. Price 4s. 6d.
- SMITH, ELDER, & Co.—Gardner's Household Medicine and Sick-Room Guide. Revised by W. H. C. Staveley. Price 8s. 6d.
- T. FISHER USWIN.—The Franks. From their Origin as a Confederacy to the Establishment of the Kingdom of France and the German Empire. By Lewis Sergeant. Price 5s.
- WAKE & DEAN.—A History of England for Lower Forms. By C. H. Simpkinson, M.A. Part I. Price 1s. 8d.
- WEEKES & Co.—First Steps in Music. By A. E. Clark. Price 1s. 6d. net.
- WHITTAKER & Co.—Drawing and Designing in a Series of Lessons. By Charles G. Leland, M.A. Third Edition, with additional Designs. Price 2s.

CALENDAR FOR APRIL.

[Items for this Calendar should be sent in before the 24th of the month.]

- 13.—Howard House, Arundel Street, Strand. Training Courses for Teachers in Modern Languages (Gouin Method). Easter course begins.
- 15.—Post Translations for Competition.
- 18-21.—Teachers' Guild, Tenth Annual Conference at Aberystwyth. For full particulars see separate Teachers' Guild Report.
- 19, 26.—Royal Institution of Great Britain, 3 p.m. Two Lectures on "Phases of Art, Past and Present," by T. C. Gatch, Esq.
- 21.—Bedford College, London. Easter term begins.
- 21, 28.—Royal Institution, 3 p.m. Three Lectures on "Some Leaders in the Poetic Revival of 1760-1820—Cowper, Burns, and Scott," by the Rev. Canon Ainger, M.A., LL.D.
- 22.—Post all School News, &c., and all Advertisements for April issue.
- Royal Institution of Great Britain, 9 p.m. Lecture on "The Recent Eclipse," by W. H. M. Christie, C.B., M.A., F.R.S.
- 23, 30.—Royal Institution, 3 p.m. Four Lectures on "Programme Music," by Sir Walter Parratt, Mus. Doc.
- 26.—(First Post.) Latest time for receiving Teachers' prepaid Advertisements for May issue.
- 29.—Royal Institution of Great Britain, 9 p.m. Lecture on "Magneto-Optic Rotation and its Explanation by a Gyrostatic Medium," by Professor Andrew Gray, M.A., LL.D., F.R.S.

The May issue will be ready on Saturday, April 30.

PRIZE COMPETITIONS.

The Translation Prize for March is awarded to "Noch Einmal." *Proxime accessit*: "G.E.D."

The Extra Prize for March is awarded to "Leaf."

"Leaf" and "Dewdrop" both solved five of the seven puzzles, but, as one of them was "Dewdrop's" own composition, we award the prize to "Leaf."

The winner of the Translation Prize for February is Miss E. M. Henley, 47 Tavistock Street, Bedford.

The winner of the Extra Prize (select candidates) for February is Miss Agnes D. Ross, 18 Addison Place, Arbroath.

The winner of the Extra Prize (open competition) for February is Mrs. McCormick, Bath House, St. Andrews, N.B.

(Continued on page 232.)

Charles Griffin & Company's List.

CRAIK'S ENGLISH LITERATURE.

New Edition. Now Ready.

In Two Vols. Royal 8vo, handsomely bound in cloth, 25s.

A COMPENDIOUS HISTORY OF ENGLISH LITERATURE AND OF THE ENGLISH LANGUAGE FROM THE NORMAN CONQUEST. With numerous Specimens. By GEORGE LILLIE CRAIK, LL.D., Late Professor of History and English Literature, Queen's College, Belfast.

"Professor Craik has succeeded in making a book more than usually agreeable."—*The Times*.

Tenth Edition, Revised and Enlarged. Crown 8vo, cloth, 7s. 6d.

A MANUAL OF ENGLISH LITERATURE, for the use of Colleges, Schools, and Civil Service Examinations. Selected from the larger work, by Dr. CRAIK. With an Additional Section on Recent Literature, by HENRY CRAIK, M.A., C.B., LL.D., Secretary to the Scotch Education Department, Author of "A Life of Swift."

"A Manual of English Literature from so experienced a scholar as Professor Craik needs no other recommendation than the mention of its existence."—*Spectator*.

A HISTORY OF ROMAN LITERATURE. By Rev. C. T. CRUTT-
WELL, M.A., Hon. Canon of Peterborough Cathedral. From the Earliest Period to the Times of the Antonines. Fifth Edition. 8s. 6d.

"Full of good scholarship and good criticism."—*Athenaeum*.

A HISTORY OF GREEK LITERATURE. From the Earliest Period to the Death of Demosthenes. By FRANK B. JEVONS, M.A., D.Litt., Principal of Bishop Hatfield's Hall, in the University of Durham. Second Edition. Cloth, 8s. 6d.

"Beyond all question the best history of Greek literature hitherto published."—*Spectator*.

A LITERARY HISTORY OF EARLY CHRISTIANITY. By the Rev. C. T. CRUTT-
WELL, M.A., Hon. Canon of Peterborough Cathedral, formerly Fellow of Merton College, Oxford. In Two Vols., demy 8vo, handsomely cloth, 21s.

"Mr. Cruttwell has accomplished his task with remarkable success. His history is eminently readable."—*Athenaeum*.

PREHISTORIC HISTORIES OF THE ARYAN PEOPLES. A Manual of Comparative Philology and the Earliest Culture. By Dr. O. SCHRA-
DER. Translated from the Second German Edition by F. B. JEVONS, M.A. Large 8vo, handsome cloth, gilt top, 21s.

"It would be hard to find any book more to be recommended to the early student in philology and prehistoric archaeology."—*Classical Review*.

**THE VOCABULARY OF PHILOSO-
PHY** and Students' Book of Reference, on the Basis of Fleming's Vocabulary. By HENRY CALDERWOOD, LL.D., Professor of Moral Philosophy in the University of Edinburgh. Fifth Edition. Cloth, 10s. 6d.

New Edition. Nearly Ready.

In crown 8vo, extra, handsome cloth, 16s.

GREEK ANTIQUITIES (A MANUAL OF).

For the use of Students and General Readers. By PERCY GARDNER, M.A., D.Litt., Professor of Classical Archaeology and Art in the University of Oxford; and F. B. JEVONS, M.A., Litt.D., Principal of Bishop Hatfield's Hall, in the University of Durham.

"A work which, although crammed full of information, is everywhere readable."—*Athenaeum*.

"Fresh, thoughtful, and cleverly arranged."—*Academy*.

ROMAN ANTIQUITIES (A MANUAL OF).

By WILLIAM RAMSAY, M.A., late Professor of Humanity in the University of Glas-
gow. Revised and Edited by RODOLFO LANCIANI, D.C.L. Oxon., LL.D., &c., Professor of Classical Topography in the University of Rome. Fifteenth Edition. 10s. 6d.

*. The FIFTEENTH EDITION includes a New Map and Plans prepared by Prof. LANCIANI.

"The chief interest in the New Edition centres in the chapter on 'Roman Topography,' which has been entirely rewritten by Prof. Lanciani, the greatest living authority on this subject. . . . It is the best and handiest guide yet produced."—*Athenaeum*.

STANDARD ILLUSTRATED CLASSICS.

By ARCHIBALD HAMILTON BRYCE, D.C.L., LL.D., Senior Classical Moderator in the University of Dublin.

THE WORKS OF VIRGIL. Text from HEYNE and WAGNER. English Notes, original, and selected from the leading German and English Commentators. Illustrations from the Antique. Complete in One Volume. Fourteenth Edition. Fcap. 8vo, cloth, 6s.

PART I. *Bucolics and Georgics.* 2s. 6d.
Or, in Three Parts { " II. *The Aeneid*, Books I.-VI. 2s. 6d.
" III. *The Aeneid*, Books VII.-XII. 2s. 6d.

"Contains the pith of what has been written by the best scholars on the subject. The notes comprise everything the student can want."—*Athenaeum*.

By JOSEPH CURRIE, formerly Head Classical Master of Glasgow Academy.

THE WORKS OF HORACE. Text from ORELLIUS. English Notes, original, and selected from the best Commentators. Illustrations from the Antique. Complete in One Volume. Fcap. 8vo, cloth, 5s.

Or, in Two Parts { PART I. *Carmina.* 3s.
" II. *Satires and Epistles.* 3s.

"The Notes are excellent and exhaustive."—*Quarterly Journal of Education*.

Complete Catalogues post free on application.

LONDON: CHARLES GRIFFIN & CO., LIMITED, EXETER STREET, STRAND.

CLARENDON PRESS, OXFORD.

Grammars and Readers.

- Arabic.** A Practical Arabic Grammar. Compiled by A. O. GREEN, Lieut.-Colonel, R.E.
Part I. Third Edition. Enlarged. 7s. 6d.
Part II. Third Edition. Enlarged and Revised. 10s. 6d.
- Bengali.** Grammar of the Bengali Language; Literary and Colloquial. By JOHN BEAMES. Crown 8vo, cloth, 7s. 6d.; cut flush, 6s.
- Burmese.** A Burmese Reader. By R. F. ST. ANDREW ST. JOHN, Hon. M.A. 10s. 6d.
- Finnish.** A Finnish Grammar. By C. N. E. ELIOT, M.A. Roan, 10s. 6d.
- Hindustānī.** A Hindustānī Grammar. By A. O. GREEN, Lieut.-Colonel, R.E.
Part I. Cloth, price 8s. 6d. Part II. 7s. 6d.
- Hebrew.** Gesenius Hebrew Grammar. As Edited and Enlarged by E. KAUTZSCH. Translated from the 25th German Edition by the late G. W. COLLINS, M.A., and A. E. COWLEY, M.A.
- Russian.** A Grammar of the Russian Language. By W. R. MORFILL, M.A. 6s.
- Sanskrit.** A Practical Grammar of the Sanskrit Language, arranged with reference to the Classical Languages of Europe, for the use of English Students. By Sir M. MONIER-WILLIAMS, D.C.L. Fourth Edition. 15s.
- Tamil.** The First Catechism of Tamil Grammar. By G. U. POPE, D.D. With an English Translation by D. S. HERRICK, B.A. 3s.
- Sargent.** Grammar of the Dano-Norwegian Language. By J. Y. SARGENT, M.A. 7s. 6d.
- Modern German Reader.** A Graduated Collection of Extracts from Modern German Authors. Edited by C. A. BUCHHEIM, Phil. Doc.
Part I. Prose Extracts. With English Notes, a Grammatical Appendix, and a complete Vocabulary. Seventh Edition. 2s. 6d.
Part II. Extracts in Prose and Poetry. With English Notes and an Index. Second Edition. 2s. 6d.

- Grammar of the German Language.** By HERMANN LANGE. 3s. 6d.
- German Manual:** a German Reading Book, Grammar, and a Handbook of German Conversation. By the same Author. Second Edition. 7s. 6d.
- Brachet's Historical Grammar of the French Language.** Translated by G. W. KITCHIN, D.D. Seventh Edition. 3s. 6d.
- Brachet and Toynbee.** Historical Grammar of the French Language. From the French of AUGUSTE BRACHET. Rewritten and Enlarged by PAGET TOYNBEE, M.A. 7s. 6d.
- Græcae Grammaticae Rudimenta in usum Scholarum.** Auctore CAROLO WORDSWORTH, D.C.L. Nineteenth Edition. 4s.
- Easy Greek Reader.** By EVELYN ABBOTT, M.A. In One or Two Parts. 3s.
- First Greek Reader.** By W. G. RUSHBOROKE, M.L. Third Edition. 2s. 6d.
- Second Greek Reader.** By A. M. BELL, M.A. Second Edition. 3s.
- A Short Historical Latin Grammar.** By W. M. LINDSAY, M.A. 5s. 6d.
- An Elementary Latin Grammar.** By J. B. ALLEN, M.A. One hundred and thirty-seventh Thousand. 2s. 6d.
- First Latin Reader.** By T. J. NUNNS, M.A. Third Edition. 2s.
- A New English Grammar, Logical and Historical.** Part I. Introduction, Phonology, and Accidence. By HENRY SWEET, M.A., Ph.D., LL.D. 10s. 6d.
- A Short Historical English Grammar.** By the same Author. 4s. 6d.
- An Elementary English Grammar and Exercise Book.** By O. W. TANSOCK, M.A. Third Edition. 1s. 6d.
- An English Grammar and Reading Book,** for Lower Forms in Classical Schools. By the same Author. Fourth Edition. 3s. 6d.

Primers suitable for Class Work.

Extra fcap. 8vo.

- A Primer of English Etymology.** Second and Revised Edition. By W. W. SKEAT, Litt.D. Stiff covers, 1s. 6d.
- An Anglo-Saxon Primer.** With Grammar, Notes, and Glossary. By HENRY SWEET, M.A., Ph.D. Eighth Edition. 2s. 6d.
- A Primer of Historical English Grammar.** By HENRY SWEET, M.A., Ph.D. 2s.
- Old English Reading Primers.** By HENRY SWEET, M.A., Ph.D.
I. Selected Homilies of Ælfric. Second Edition. 2s.
II. Extracts from Alfred's Orosius. Second Edition. 2s.
- First Middle English Primer.** With Grammar and Glossary. By HENRY SWEET, M.A., Ph.D. Second Edition. 2s. 6d.
- Second Middle English Primer.** Extracts from Chaucer, with Grammar and Glossary. By HENRY SWEET, M.A., Ph.D. Second Edition. 2s. 6d.
- A Primer of Spoken English.** By HENRY SWEET, M.A., Ph.D. Second Edition, Revised. 3s. 6d.
- A Primer of Phonetics.** By HENRY SWEET, M.A., Ph.D. 3s. 6d.
- An Icelandic Primer.** With Grammar, Notes, and Glossary. By HENRY SWEET, M.A., Ph.D. Second Edition. 3s. 6d.

- Primer of French Literature.** By GEORGE SAINTSBURY, M.A. Fourth Edition, Revised. 2s.
- A Primer of Italian Literature.** By F. J. SNELL, M.A. 3s. 6d.
- An Old High German Primer.** With Grammar, Notes, and Glossary. By JOSEPH WRIGHT, M.A., Ph.D. 3s. 6d.
- A Middle High German Primer.** With Grammar, Notes, and Glossary. By the same Author. 3s. 6d.
- A Primer of the Gothic Language.** With Grammar, Notes, and Glossary. By the same Author. 4s. 6d.
- A Latin Prose Primer.** By J. Y. SARGENT, M.A. 2s. 6d.
- A Greek Testament Primer.** An Easy Grammar and Reading Book for the use of Students beginning Greek. By the Rev. E. MILLER, M.A. Second Edition. Paper covers, 2s.; cloth, 3s. 6d.
- A Greek Primer,** for the use of Beginners in that Language. By the Right Rev. CHARLES WORDSWORTH, D.C.L. Eighty-third Thousand. 1s. 6d.
- A Primer of Greek Prose Composition.** By J. Y. SARGENT, M.A. 3s. 6d.
* A Key to the above, price 5s. net. Supplied to Teachers only, on application to the Secretary, Clarendon Press.

Now Ready, Extra fcap. 8vo, pp. 110, stiff covers, Price One Shilling and Sixpence (40 cents).

LIVES FROM CORNELIUS NEPOS:

MILTIADES, THEMISTOCLES, PAUSANIAS.

WITH NOTES, MAPS, VOCABULARIES, AND ENGLISH EXERCISES.

BY

JOHN BARROW ALLEN, M.A.,

Late Scholar of New College, Oxford; Author of "An Elementary Latin Grammar," "A First Latin Exercise Book," "A Second Latin Exercise Book," &c.

FROM THE PREFACE:

These Lives are published, not as an absolutely first reading book for beginners, but as a first introduction to the pages of a Latin Author, to suit the needs of such pupils as have learnt their Nouns and Verbs, and have gained some notion of the simple Rules of Concord. The accepted text has been slightly modified in places, to suit the needs of beginners, but no material alterations of any kind have been made, beyond the insertion or omission of a word or two here and there.

The purpose of the Notes has been, not so much to give scraps of information upon antiquarian points, as to help the pupil, by the further aid of his vocabulary, to render the text into sensible English. The constant reference to Grammar rules should, if properly attended to, furnish the basis for a sound elementary knowledge of Latin Syntax.

FULL CLARENDON PRESS CATALOGUES WILL BE SENT POST FREE ON APPLICATION.

LONDON: HENRY FROWDE, CLARENDON PRESS WAREHOUSE, AMEN CORNER, E.C.

BABYLONISCHE SORGEN.

Mich ruft der Tod — Ich wollt', o Süsse,
Dass ich dich in einem Wald verliesse,
In einem jener Tannenforsten,
Wo Wölfe heulen, Geier horsten,
Und schrecklich grunzt die wilde Sau,
Des blonden Ebers Ehefrau.

Mich ruft der Tod — Es wär' noch besser,
Müsst' ich auf hohem Seegewässer
Verlassen dich, mein Weib, mein Kind,
Wenn gleich der tolle Nordpolwind
Dort peitscht die Wellen, und aus den Tiefen
Die Ungetümme, die dort schliefen,
Haifisch und Krokodile, kommen
Mit offenem Rachen emporgeschwommen. —
Glaub' mir, mein Kind, mein Weib, Mathilde,
Nicht so gefährlich ist das wilde
Erzürnte Meer und der trotzig Wald,
Als unser jetziger Aufenthalt !
Wie schrecklich auch der Wolf und der Geier,
Haifische und sonstige Meerungeheuer ;
Viel grimmere, schlimmere Bestien enthält
Paris, die leuchtende Hauptstadt der Welt,
Das singende, springende, schöne Paris,
Die Hölle der Engel, der Teufel Paradies —
Dass ich dich hier verlassen soll,
Das macht mich verrückt, das macht mich toll !

Mit spöttischen Sumsen mein Bett umschwirrt
Die schwarzen Fliegen ; auf Nas' und Stirn
Setzen sie sich — fatales Gelichter !
Etwelche haben wie Menschengesichter,
Auch Elefantenrüssel daran,
Wie Gott Ganesa in Hindostan. —
In meinem Hirne rumort es und knackt,
Ich glaube da wird ein Koffer gepackt,
Und mein Verstand reist ab — oh wehe ! —
Noch früher, als ich selber gehe.

By "NOCH EINMAL."

THE BURDEN OF BABYLON—NEW VERSION.

Death summons me. Ah, would, my love,
That I might leave thee in some grove,
A savage grove of hemlocks, where
Wolves howl and lammergeiers pair,
And on the ear harsh discords grate—
The wild sow grunting to her mate !

Death summons me. Yes, I were fain
To leave thee on the yeasty main,
My wife, my child, a castaway,
Where the mad Arctic blasts hold sway ;
Lashing the surge, and from the deep,
Sea-monsters in the ooze who sleep,
Sharks, crocodiles, with gaping jaw
Uprise, and haste to glut their maw.

Trust me, Mathilde, my wife, my child,
Not half so perilous the wild
Tempestuous sea, or forest fell,
As this our home where now we dwell.
Feller than crocodile or shark,
Or wolves that ravin in the dark,
The human beasts that lurk in this,
The world's renowned metropolis.
Fair Paris, haunt of bouts and revels,
The angels' Hell, the Heaven of devils.
To leave thee here alone, how sad !
The pity of it drives me mad.

All round my bed with mocking hum,
A swarm of buck flies go and come.
They buzz, they sting, my plaguing foes,
They settle on my brow and nose,
Some take the features of a man,
And elephantine trunks I scan,
Like god Ganesa's in Hindustan.

A girding, grating din is racking
My brain, as though a box were packing ;
My wits are taking flight, are gone—
Ah, woe is me !—and I live on.

We classify the 93 versions received as follows :—

First Class. — Sivü-Parvati, A.M.C., G.E.D., 100,000, χρυσέων χαλκεία, Ryber, Noch Einmal.

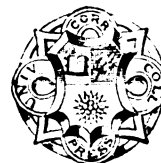
(Continued on page 234.)

THE ORGANISED SCIENCE SERIES.

Books adapted to the Requirements

OF THE

SCIENCE AND ART DEPARTMENT.



FIRST STAGE MECHANICS.—(SOLIDS.)

By F. ROSENBERG, M.A., B.Sc. *Second Edition.* Price 2s.

FIRST STAGE MECHANICS.—(FLUIDS.)

By G. H. BRYAN, Sc.D., F.R.S., and F. ROSENBERG, M.A., B.Sc.
Price 2s.

ADVANCED MECHANICS.

By W. BRIGGS, M.A., LL.B., F.C.S., F.R.A.S., and
G. H. BRYAN, Sc.D., M.A., F.R.S.

(Vol. I.—DYNAMICS.) Price 3s. 6d.

(Vol. II.—STATICS.) Price 3s. 6d.

FIRST STAGE INORGANIC CHEMISTRY.—(THEORETICAL.)

By G. H. BAILEY, D.Sc. Price 2s.

FIRST STAGE SOUND, LIGHT, AND HEAT.

By J. DON, M.A., B.Sc. Price 2s.

FIRST STAGE MAGNETISM AND ELECTRICITY.

By R. H. JUDE, M.A., D.Sc. Price 2s. (*Immediately.*)

ADVANCED HEAT.

By R. W. STEWART, D.Sc. Lond. Price 3s. 6d.

FIRST STAGE PHYSIOGRAPHY.

By A. M. DAVIES, B.Sc. Lond. Price 2s.

COMPLETE CATALOGUE of over 450 Books, specially adapted for
London University and other Examinations, free on application.

London: W. B. CLIVE,

University Correspondence College Press.

Warehouse: 13 Booksellers Row, Strand, W.C.

Parsing and **Analysis Books.**

*Books specially ruled and printed, providing suitable spaces,
each with printed heading.*

ENGLISH ANALYSIS BOOK.

ENGLISH PARSING BOOK.

LATIN PARSING BOOK.

Each book contains 40 pages of good paper, 8 inches by
10 inches, with stout nonpareil covers.

Published at 6d. each.

Specimen Book sent free on application.

The Educational Supply Association, Limited,
42 Holborn Viaduct, London.

WILLIAM BLACKWOOD & SONS' LIST.

HIGHER LATIN UNSEENS. Selected, with Introductory Hints on
Translation, by H. W. AUDEN, M.A., Assistant-Master at Fettes College,
Edinburgh. 2s. 6d.

HIGHER LATIN PROSE. With an Introduction by H. W. AUDEN. 2s. 6d.

HIGHER GREEK UNSEENS. Selected, with Introductory Hints on
Translation, by H. W. AUDEN. 2s. 6d.

LOWER GERMAN. Reading, Supplementary Grammar with Exercises,
and Material for Composition. With Notes and Vocabulary, and Ten Popular
Songs in Sol-fa Notation. By LOUIS LUNOVIVUS, German Master in the Second-
ary Schools of the Govan School Board, Glasgow. 2s. 6d.

**PARAPHRASING, ANALYSIS, AND CORRECTION OF SEN-
TENCES.** By D. M. J. JAMES, M.A., Gordon Schools, Huntly. Crown
8vo, 1s.

HISTORY OF ENGLISH LITERATURE. By J. LOGIE ROBERTSON,
M.A., Senior English Master, Edinburgh Ladies' College. Second Edition.
Crown 8vo, 3s.

HIGHER GERMAN. Progressive Materials for Prose Composition, with
Copious Notes and Idioms; and a Philological Introduction, containing a Sketch
of the History of the German Language, and a Chapter on Etymology, &c. By
LOUIS LUNOVIVUS. *[In the press.]*

A TEXT-BOOK OF MODERN GEOMETRY. By J. A. THIRD, M.A.,
Rector, Spier's School, Beith. *[Shortly.]*

A MANUAL OF AGRICULTURAL BOTANY. From the German
of Dr. A. B. FRANK, Professor in the Royal Agricultural College, Berlin.
Translated by JOHN W. PATERSON, B.Sc., Ph.D. With over 100 Illustrations.
Crown 8vo, 3s. 6d.

GREEK VERSE UNSEENS. By T. R. MILLS, M.A., late Lecturer in
Greek, Aberdeen University, formerly Scholar of Wadham College, Oxford.
Crown 8vo, 1s. 6d.

LATIN VERSE UNSEENS. By G. MIDDLETON, M.A., late Scholar of
Emmanuel College, Cambridge. Crown 8vo, 1s. 6d.

LATIN HISTORICAL UNSEENS. For Army Classes. By L. C.
VAUGHAN WILKEN, M.A., late Classical Scholar of Hertford College, Oxford.
Crown 8vo, 2s.

FRENCH HISTORICAL UNSEENS. For Army Classes. By N. E.
TOKE, B.A. One Vol. Crown 8vo. *[In the press.]*

WILLIAM BLACKWOOD & SONS, EDINBURGH AND LONDON.

W. & A. K. JOHNSTON

beg to notify Teachers and others in-
terested in education, that, owing to late
application, they have been advised that
all available space at the N. U. T. Con-
ference has been allotted; they are therefore
unable to Exhibit their newest Maps,
Illustrations, &c., but will have pleasure
in sending their fully detailed Catalogue
and List of Object Lesson Pictures, free
to any address on application.

EDINBURGH: Edina Works, & 7 Hanover Street.

LONDON: 5 White Hart Street, Warwick Lane, E.C.

THE EDUCATIONAL MUSICAL INSTRUMENT CO.

ESTABLISHED 1881.

For Circular,
Testimonials,
and ANY
Maker's List
and designs,
apply to the
MANAGER,
43

Estate
Buildings,
Huddersfield.



21 ARGYLE CRESCENT, JOPPA, EDINBURGH;
or at 20 Highbury Place, London, N.
(Close to Highbury Station and Trams).

This Company supplies Pianos, American Organs, Harmoniums,
&c., at **prices unequalled** by any other Firm, Dealer, or Maker, for
Cash or Instalments, with a month's free trial, a 10 years' warranty,
carriage paid, and free exchange or return at our risk and cost if not
fully satisfactory. Iron-Framed School Pianos, new and guaranteed,
from 14 Guineas Cash.

N.B.—All our Pianos are fitted with a special action to the Soft
Pedal that **fully subdues the tone**, and **effectually preserves the**
Instruments during practice.

Mr. W. PARKS, Clerk to the St. George School Board, Gloucester,
writes:—"Please deliver six more Pianos according to your tender as
early as possible." (We have sent fourteen instruments of the same
class to this Board).

Mrs. GRAVES (wife of A. P. Graves, Esq., Her Majesty's Inspector
of Schools, Southwark District, London, S.E.) writes:—"The Piano
has stood very hard wear extremely well during the year, and we all
admire the fine full tone of the instrument and its handsome exterior."

Show Rooms open Daily. Call and see our Stock, or write for our
List of Instruments for Home or School use, specifying class preferred,
and you will find

WE CAN SAVE YOU MANY POUNDS.

[Please mention this Paper.]

Second Class.—B.S.K., Nitetis, L.N.S., Saga, E.P.L., Rushlight, E.H.O., W.S.M., Einnim, Corbar, Anchor, Gorey, A Speckled Bird, Jeanne, Innis, Semipaganus, Sheet Anchor, Lotte, Fides.

Third Class.—M.T.T., L.M.M., Agnes Bernauer, Kaia, W.W.W., Müde, Auntie Mi, Dummkopf, Pasht, Silly Suffolk, F.E.K., J.S.L., O Mimosa San, M.A.B., Sea Crocodile, Teja, Vlaamsche Meisje, Elizabeth, Dresden China, C.V.X., Jacinta, Pokerwork, Gudule, The Pretender, x, Flowers, Ambulator, Cyril, Cameron, Franconia, A.H.K., Fido, Baden-Baden, Nazianzen, Auntie Biddy, Reata, Merton, Opal, Bat.

Fourth Class.—E.M.B., Benedetta, Gipsy Queen, Moschus, E.R., Dane, Couleur Verte, Bathampton, Tyro, Franziska Luigi, Sirama, Ruksh, Leaschold, Sans Peur, Germania, Cymraes, E.W.L., Volo non valeo, F.G.M., Francesca, Polo, Rimini, Neb, U.R., T.A.G., Fal, Lace, Joe.

The grim humour of Heine's "Schwanenlied" is inimitable. The *motif* is wholly tragic, but the metre is half-melodramatic—the resolved octosyllables of Cristabel and the double rimes. The latter, as most have felt, must be partially sacrificed. If we begin:—

"Death calls me away, and I would, my deary,
I were leaving thee in a forest dreary,
Where wolves have their lair and vultures their eyrie,"

we force the ironic note and fall into burlesque. So the name "Matilda" is hopelessly vulgarized. Again:—

"In my brain there's a patter of thumps and knocks
As though they were packing and nailing a box"

suggests Gilbert rather than Heine. It is better to err on the other side, as the prize version does, and tone down the humour.

SOLUTION OF PUZZLES.

I.

1. I, is, sit, isn't, saint, trains, nastier, entrails.
2. I, it, lit, list, tiles, silent, salient, toenails.
3. A, at, eat, tear, alter, retail, reliant, oriental.
4. A, as, sea, seat, steal, leanst, entails, elations.

Chorus.—Relations, alienators, alterations, retaliations, Aristotelians.

II.

I, in, sin, sine, since, nicest, entices, enciters (*better* enticers), sincerest, resistance.

III.

A, am, aim, mica, claim, malice, climate, clematis, alchemist, Shemitchal, hemistichal.

IV.

O, no, one, note, oaten, ornate, treason, resonant, re-anoint's (?), stentorian. (If *re-anoint* is the word intended, *s* is wanting. Can *re-anoint's* stand for *re-anoint his*? Despair inspires the following guesses:—Rate-on-sin, Nero-stain, re-on-saint, anti-snore, ante-snort, Nestorian.)

V.

O, to, sot, post, poets, tropes, pourest, postures, purposest, supporters.

VI.

A, as, sea, sage, rages, ranges, enrages, sea-green, re-engages, greengages.

VII.

E, et, ter, erat, parte, patres (or partes), sperant, parentis, permansit, sempiterna, permanecatis.

A Prize of Two Guineas is offered for the best translation of the following passage from Victor Hugo:—

La nature est impitoyable ; elle ne consent pas à retirer ses fleurs, ses musiques, ses parfums et ses rayons devant l'abomination humaine ; elle accable l'homme du contraste de la beauté divine avec la laideur sociale ; elle ne lui fait grâce ni d'une aile de papillon, ni d'un chant d'oiseau ; il faut qu'en plein meurtre, en pleine vengeance, en pleine barbarie, il subisse le regard des choses sacrées ; il ne peut se soustraire à l'immense reproche de la douceur universelle et à l'implacable sérénité de l'azur. Il faut que la difformité des lois humaines se montre toute nue au milieu de l'éblouissement éternel. L'homme brise et broie, l'homme stérilise, l'homme tue ; l'éché resté l'éché, le lys reste le lys, l'astre reste l'astre.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

Those in the First Class are entitled, on application, to a copy of "Essays in Translation."

All Competitions must reach the Office by April 16th, addressed "Prize Editor," JOURNAL OF EDUCATION, 86 Fleet Street, E.C.

MESSRS. BELL'S NEW BOOKS.

Educational Catalogue post free on application.

Crown 8vo, 3s. 6d.

ELEMENTARY BOTANY. By PERCY GROOM, M.A. (Cantab. et Oxon.), F.L.S., Examiner in Botany to the University of Oxford. With 275 Illustrations.

Large 8vo, 12s. 6d.

DICTIONARY OF THE FRENCH AND ENGLISH LANGUAGES (French-English and English-French). By F. E. A. GASC. A New Edition (the Eighth), Revised, Enlarged, and Reset from beginning to end. 960 pages, in treble columns, bound in half-buckram.

BOOK-KEEPING BY DOUBLE ENTRY, Theoretical and Practical; including a Society of Arts Examination Paper fully worked out. By J. T. MEDHURST, A.K.C., F.S.S., Fellow of the Society of Accountants and Auditors (Incorporated), Author of "Examination Papers in Book-keeping." Crown 8vo, 2s.

GRADUATED ARITHMETIC, for Junior and Private Schools. By C. PENDLEBURY, M.A., and W. S. BEARD, F.R.G.S. In Seven Parts, in stiff canvas covers. Parts I., II., and III., 3d. each; Parts IV., V., and VI., 4d. each; Part VII., 8d. Answers to Parts I. and II., 4d.; Parts III.-VII., 4d. each.

Vol. V. In Two Parts.

GREGOROVIVS' HISTORY OF THE CITY OF ROME IN THE MIDDLE AGES. Translated from the German by Mrs. HAMILTON. Crown 8vo, 9s. net.

VERGIL. Vol. I. (containing the *Eclogues* and *Georgics*). Edited by the late JOHN CONINGTON, M.A., and H. NETTLESHIP, M.A., late Corpus Professor of Latin in the University of Oxford. Fifth Edition, Revised by F. HAVERFIELD, M.A., Christ Church, Oxford. Demy 8vo, 10s. 6d.

Vol. II. The *Æneid*, Books I.-VI. Fourth Edition. 10s. 6d. **Vol. III. The *Æneid*, Books VII.-XII.** Third Edition. 10s. 6d.

BELL'S CATHEDRAL SERIES.

NEW VOLUMES. Crown 8vo, 1s. 6d. each.

EXETER. By PERCY ADDLESHAW, B.A. With 35 Illustrations.

WINCHESTER. By P. W. SERGEANT. With 50 Illustrations.

LICHFIELD. By A. B. CLIFTON. With 39 Illustrations.

NORWICH. By C. H. B. QUENNEL. With 38 Illustrations.

PETERBOROUGH. By Rev. W. D. SWEETING, M.A. With 51 Illustrations.

HEREFORD. By A. HUGH FISHER. With 40 Illustrations.

Other Volumes to follow.

*** Full Illustrated Prospectus of Series post free.*

BOHN'S LIBRARIES.

NEW VOLUMES.

THE LAY OF THE NIBELUNGS. Metrically translated from the Old German Text by ALICE HORTON, and edited by EDWARD BELL, M.A. To which is prefixed the Essay on the "Nibelungenlied" by THOMAS CARLYLE. 5s.

"A new and excellent translation, faithful in sense and spirit, and admirably versified in the ancient ballad style. . . . The version possesses the advantage of resembling the original. Every reader, moreover, will take pleasure in the rhythmic well-rhymed verse; and students who know the old poem in its ancient form will scarcely be dissatisfied with the new presentation of the poet's meaning."—*Standard*

THE PROSE WORKS OF JONATHAN SWIFT. Edited by TEMPLE SCOTT. With an Introduction by the Right Hon. W. E. H. LECKY, M.P. In about Ten Volumes, 3s. 6d. each. [*Vols. I. and II. ready.*]

THE CAMPAIGN OF SEDAN: the Downfall of the Second Empire, August-September, 1870. By GEORGE HOOPER. With General Map and Six Plans of Battle. New Edition, 3s. 6d.

THE WORKS OF GEORGE BERKELEY, Bishop of Cloyne. Edited by GEORGE SAMPSON. With a Biographical Introduction by the Right Hon. A. J. BALFOUR, M.P. Three Vols., 5s. each. [*Vols. I. and II. ready.*]

London: GEORGE BELL & SONS York Street, Covent Garden.

THE TRAINING AND WORK OF ELEMENTARY TEACHERS.

IT is not easy to generalize on any subject connected with elementary education, and, accordingly, this paper contains only my personal opinions and experiences as an elementary teacher. It may, however, be mentioned that, though several of my suggestions appear also in the recently-issued Report of the Departmental Committee on the Pupil-Teacher System, my paper was in existence before the Report was published. Since its publication I have not altered my conclusions, but I have indicated in what respects it agrees with them, and in what it differs. The intrinsic value of the education given in elementary schools is usually taken for granted, and most educational discussion now turns upon such subsidiary questions as irregularity of attendance and the age of exemption. While I admit the value of elementary education as a discipline, it seems to me that school-work is open to improvement on its other sides. There are two methods by which this improvement may be brought about. The first is by introducing changes in the curriculum; the second is by amending the education of the teachers, who might then be allowed to develop their work in schools as they thought best. The latter course seems to be the preferable one; it involves a principle of growth and of adaptation to local needs, and is less mechanical than the former. Hence this paper deals, in broadest outline, first, with the training of teachers during their apprenticeship and in the training college, and, secondly, with the actual work of teachers in elementary schools.

The training of teachers now begins with their apprenticeship or pupil-teachership. During the three or four years spent in this stage, a youth should develop the power of controlling a class and of making himself intelligible to those from among whom he has recently been raised. It is best and easiest to acquire these special powers when young, and, in fact, an adult suddenly introduced to school-work frequently finds it very difficult to overcome the awkwardness and weariness he feels when first brought into contact with unformed minds and restless bodies. The Pupil-Teacher Report recognizes in its first and sixth paragraphs the value of apprenticeship, and in the twenty-ninth paragraph urges that the pupil-teacher's position in school should not be the sinecure it frequently is, at any rate in large urban districts. In the paragraph referred to, the Report goes so far as to advise that "senior pupil-teachers should have the charge of a small class, not exceeding twenty-five in average attendance, under the supervision of the head-teacher." During this apprenticeship all pupil-teachers should develop the powers of teaching and discipline which are actually required in school-work; but all pupil-teachers are not able to follow the same course of general study. It thus seems a pity that the more favourably placed among them should be kept back for the sake of their weaker brethren.

The sixty-second paragraph of the Report mentions that, in large centres of population, students suitably prepared for University work are found in larger proportion than in other districts. It should be the aim of the course to make this proportion still greater, at any rate in large towns where the centre system of instruction is in force. Perhaps the best means of attaining this object would be to prepare the teachers for examinations such as the Cambridge Local, instead of making them work for the Departmental examinations now taken. In its summary of recommendations (6, VI.-VIII.) the Report proposes such a course of study as an alternative to that already pursued, and in paragraph 6 and elsewhere in the Report itself there is a proposal that "all intending teachers should pass through a secondary school for the completion of their education." In these schools the various "local" and other examinations would probably be taken, and the pupil-teachers would thus have an opportunity of measuring themselves with candidates taught under different conditions and working for different objects—an opportunity which has hitherto been altogether lacking. Contact with others than teachers in training would, moreover, tend to remove the shyness and awkwardness which many young teachers feel in unaccustomed surroundings—a source of possible danger if a University course is to succeed the apprenticeship stage.

Not only would the proposed alterations greatly help to break down the "barrier between primary and secondary education" spoken of in the Report (paragraph 3), but apprentices entering

from secondary schools, in accordance with the strong recommendation of the thirteenth paragraph of the Report, would be enabled to take the successive stages of the ordinary secondary examinations. Their centre work would thus become a continuation of that done at school, and, of course, the final stages of these examinations greatly facilitate, and in some cases actually qualify for, admission to a University. Such a course seems likely to attract increasing numbers of pupil-teachers from secondary schools—a consequence, moreover, indicated as probable in paragraph 62 of the Report.

While residence at a University would probably at first be open to a comparatively small number of pupil-teachers, University teaching could be, and is, given to far greater numbers by means of the Extension lectures; and, although it might be well to have special courses for pupil-teachers (as the Report recommends in paragraph 43), yet, surely, the pupil-teacher should be treated as much like a responsible being, and as little like an educational babe, as possible. The education of pupil-teachers would in this way be put more upon a level with secondary education than, according to the fifteenth paragraph of the Report, it now is. But the Department would probably find it necessary to supplement the open examination by another covering the more distinctly professional subjects, and dealing also with those taught in schools, but not sufficiently tested in the open examination.

The pupil-teacher period is at present concluded by the Queen's Scholarship examination and the scramble for places in training colleges. Those who are so fortunate as to gain admittance pursue a course of professional training and general education. The professional training is both practical and theoretical, the practical consisting of a certain number of hours' teaching in a normal school; the theoretical including the study of educational writers and of the science and art of school management.

Turning to the general education, we find that it usually consists in the repetition—in the case of most students for the third time—of work already done at school and during the period of apprenticeship. The Report, in its thirty-fourth paragraph, describes this as an "unsound and wasteful educational practice," and probably few will be found to disagree with this criticism.

Hitherto I have been in agreement with the Report and with general—or, at any rate, with expressed—educational opinion upon the training of elementary teachers. I have, however, at this point to differ from both as regards the value of training beyond the period of apprenticeship, when it is taken into consideration that such further training involves the loss of many of the advantages of a liberal education. I shall, therefore, now make a digression upon the subject of training colleges, and try to show how recent developments have affected their value. Training colleges originated in the very early days of popular education, when the teachers were adults recruited from a great variety of occupations, and when they taught their pupils largely through their brightest scholars, who were made monitors. This first generation of teachers had neither the skill nor the knowledge required in their new calling, and to them the training college was of the greatest value. In course of time the pupil-teacher displaced the monitor, and acquired—under unfavourable conditions, but yet, as a rule, effectively—the instinct of command and of exposition. The value of the training college as a place where these powers could be acquired was accordingly lessened, for it was the ex-pupil-teacher who now entered its gates, and not the inexperienced adult.

The general opinion among those who have passed through the course at the training college is that it adds but little, if at all, to the student's powers as a teacher. The average student fresh from college is hardly expected to recover the technical ability acquired during his apprenticeship, until at least a year after his appointment to a school. Educational bodies such as School Boards usually re-engage those who have been pupil-teachers under them; for, generally speaking, a course of training in college seems to give a professional *cachet* rather than any special teaching power. This power is acquired and used by a kind of instinct, and to a youth who feels the instinct within him the writings of the educationalists seem either obvious or out of touch with the modern conditions of elementary education, with its codes, time-tables, large classes, and professional ideas upon "teaching" and "order."

So much for the first movement and its effect upon training colleges. We turn now to the second. This is the decline of the system of payment by results. As was to be expected, under this system the attainment of mechanical accuracy became the chief object of school-work, and "slow and sure" was adopted as the favourite motto of the teacher. The progress of the class was measured by that of the "lame duck"; learning was made as easy as possible in order that its results might be easily reproduced, and memory was the chief faculty cultivated. Very little was taught beyond that which was to be reproduced; "suitable to the capacity of the children" became a favourite phrase, and under cover of it much of the interest was extracted from school-work. The art of teaching thus became the art of making things easy to learn and of persisting in dull work. It was, in fact, a modification of the primitive "cram," and thus was very far removed from the real education we hope to see in the future.

Ay! but a man's reach should exceed his grasp,
Or what's a heaven for?

It must be remembered that the results, or percentages, which gained grants under the old system could not be obtained apart from so-called "good order," which made "shirking" by dull boys difficult. The inspector looked for "order" as a sign of progress, and in large classes loose order is of course apt to degenerate into inattention, especially if interest in the work is small. But, on the other hand, "good order" often connotes lethargy, or, at any rate, the absence of the higher mental efforts, unless, indeed, such "order" is the outcome of absorbing interest. Such intense interest in school-work is usually not a dominant force, and "order" has to be obtained and kept by other means.

It must be acknowledged that some of the means adopted are not beneficial; but they are frequently forced upon the teacher by the unwarrantable restrictions as regards corporal punishment which have been in favour during recent years. Surely it is more healthy to correct faults by corporal punishment than to develop by voice and manner a soporific, perhaps even a mesmeric, state of body and mind, in which there is little inclination to do either good or evil, but simply to work mechanically at the exercises set. It is certainly better to flog a boy than to leave him under the surveillance of a fellow-member of his class, of a monitor who should be his comrade but who thus becomes a spy upon him. It must, however, be remembered that without these professional devices school-work would be extremely exhausting to the teacher, and perhaps rather too exciting to the boys. Nevertheless it is a mistake to "make a desert and call it peace," or to expect from schoolboys virtues like stoicism and love of the public good, which properly belong to a later period of intellectual and social development. It is on the ground of "good order" that the brighter majority are made to travel at the pace of the dull minority. Uniformity of work throughout the class is aimed at, and any exhibition of originality or individuality is accompanied by so much "diffusive energy" that the general "order" is imperilled. But I need hardly say that intellectual progress has rarely been made by a general and simultaneous advance along the whole line. I am not speaking against discipline. I think it necessary as a tonic to laziness and as a corrective to over-excitement. But I draw a distinction between discipline and "order"; the discipline of the school should not be the discipline of the camp. The test of school discipline should be ready obedience, not perpetual "good order." The latter seems to diminish the energy and enterprise which have enabled England to make her place in the world, and which she must foster if she would continue to hold her own.

Why should a man whose blood is warm within
Sit like his grandsire cut in alabaster?

The current professional ideas on teaching and order may thus be traced to the system of payment by results. But the system is passing, and another spirit is at work. Intelligence is looked for above and beyond accuracy; progress rather than order is the mark of the new movement, and it will soon be seen that in teaching, as in agriculture, the soil has to be broken up before the seed can enter.

The training colleges grew up under the older system and produced teachers who could earn large grants; it is naturally difficult to modify the ideas developed and fostered in these colleges so as to meet the requirements of a more intelligent system. The Pupil-Teacher Report, in paragraph 13, accordingly says with truth: "The traditions of primary teaching are still, through no fault of the teachers, narrower than is consistent with sound education."

In a word, then, the training college seems merely to be marking time as regards the education of teachers; it engrosses years of student life which might more profitably be spent elsewhere. On the other hand, the training college continues to inculcate ideas which grew up under a former *régime*, and which were in harmony with the system of payment by results. The value of the professional part of the training college course thus seems to be open to serious question. There remains to be considered the general education there imparted.

Though the pupil-teacher may not have derived much benefit from the technical part of his training, yet it was at the college alone that he acquired any intellectual discipline and any ideas of methodical study. Now, however, that the centre system is spreading, students in training need not depend so much as hitherto upon the college to show them what study means. They should, in fact, as a rule be sufficiently well prepared to benefit by a wider course than that pursued at the normal colleges, and it is only the supposed necessity for further professional training that prevents them from taking their places in the ordinary centres of liberal education, where the great variety of intellectual and social pursuits is in itself, perhaps, the greatest of educative forces. It is true that much work for degrees is done in the training colleges, but hardly under University conditions.

In no other profession does the period of general education coincide with that of professional training. The lawyer or clergyman passes through the former during his school and college days, and then enters an institution where he acquires the skill, knowledge, and enthusiasm necessary for the successful pursuit of his profession. The Report, in paragraphs 39 and 58, evidently contemplates some such course in the future, but it will not be well based unless the student in training has behind him a liberal education to counteract the narrowing influence of his professional studies. The pupil-teacher has no such propædæutic, even when he has previously passed through a secondary school. If the beginnings of a liberal education are then made, it is surely well to continue that education during a period in which its value is greater than that of technical training, especially as the latter has been practically acquired during apprenticeship. In fact, the whole question resolves itself into a choice between the small improvement in teaching ability gained at the training college and the general development resulting from a liberal education. This development, in its turn, would certainly manifest itself by increased educational power, if the student already possessed its necessary technical elements.

The superiority of the latter course need hardly be argued, but a couple of illustrations may not be out of place. In the seventeenth century Cambridge resisted a scheme whereby it was proposed to reconstitute the University on Continental lines, establishing separate colleges, each for the exclusive studies of one faculty; and, in resisting this scheme, the University probably preserved to herself greater opportunities for useful educational work than she would otherwise have possessed. Again, the training of Indian Civil Servants is entirely non-technical, and yet an Imperial Commission of the hyper-technical Germans was constrained to pronounce the training actually acquired to be one of the finest the world has ever seen. In this system the candidates—native candidates, at any rate—receive scholarships tenable only at Universities, and are allowed to pursue any course of study they may desire. Having passed a perfectly general examination in their chosen subjects, they are allowed a hundred pounds and a year's probation to enable them to mix with their fellow-men, to read up the law and learn the language of their future district, and to practise horsemanship.

Some such scheme might be adopted in the college training of teachers, and it is gratifying to see that the Report makes some suggestions tending in this direction, in the part dealing with the Queen's Scholarship examination. (Summary 7.) The examination, however, would still include technical subjects, and would still lead to the training colleges. I should have liked the Report to go further, and say that all those who show that they are fit for a University course, by passing the University entrance examination, should receive a sufficient scholarship and should be free to engage in any study they like, unfettered by the requirements of technical training. If, for the sake of students who have not been pupil-teachers, some special training is still necessary, it might follow the

degree work ; but the nearest approach the report can make to this ideal of a free University course is strongly to recommend the day training college system in paragraphs 60, 61, and 62. But even here we find hostels recommended as securing "the advantages of discipline and supervision in study of a first-rate residential college." It is, however, only fair to state that the Commissioners "much prefer" those hostels which are "open to other students of the University or college." Indeed, those which are not so open merely reproduce under new conditions the most serious defects of the residential training colleges. "Birds of a feather flock together," and this is particularly true of training college students, whose comparative seclusion during apprenticeship makes contact with the outer world uncongenial ; but I do not find that, as regards training colleges, the Report condemns this flocking together, although in paragraph 48 it speaks of the "healthy stimulus" resulting from the admission of ordinary students into centres, and from the education of the pupil-teachers in secondary schools.

It might be urged against any proposals for the liberal education of primary teachers that only a few of the best pupil-teachers in the centres of our largest towns would be able to profit by such a course. But paragraph 60 says that, "where local school authorities provide adequate preparation for their pupil-teachers, where tutorial aid is afforded at the colleges, and where examinations below those of University standard are also available, ex-pupil-teachers of average powers, if willing to take full advantage of their opportunities, make very satisfactory progress"; and, if the changes in the education of pupil-teachers recommended elsewhere were adopted, the number fit for a University course would be still further increased.

But the rural apprentice, though often a good teacher, is, as a rule, intellectually behind the urban pupil-teacher. The proposal in paragraph 20 to reserve to him certain scholarships to secondary schools might, indeed, improve his intellectual position, but the chances are against his being able to follow the University course possible for his urban colleague. If the latter chose to follow such a course, the place he now fills in the training college would be open for somebody else, though the supply of college accommodation would still be insufficient. At present the colleges receive only about a third of their applicants (Report, paragraph 56), and the great number of the unsuccessful are rural teachers.

The fifty-sixth paragraph speaks unfavourably of proposed training colleges for rural teachers, as "their constitution would lead to their being stigmatized as an inferior order of colleges established to produce a lower caste of teachers." This might be so, but the public would prefer for rural teachers some kind of college course rather than none at all. Unity is desirable, but there is a false kind of unity which levels downwards, and it is from this kind of low-level unity that elementary education is suffering in all its branches. I do not, however, propose the establishment of more training colleges, although the Committee "think that offers made by individuals or local bodies to increase the supply of accommodation should be by all means encouraged." I should prefer to see this local need met, as other local educational needs have been met, by the County Councils. The educational work of these bodies is very varied, and if they assisted rural teachers in their general education, or received them into their technical colleges or polytechnics, not as normal, but as general students, such teachers would receive a much wider education, and therefore a better training for their subsequent work, than they can hope for at a training college. I gather, from paragraph 19 (i.), that County Councils are already helping pupil-teachers ; if they helped would-be students, not to training colleges, as they have tried to do, but to other seats of learning, they would be meeting a local need in a satisfactory manner.

I shall now endeavour, by briefly considering the essential nature of ordinary school-work, to justify my preference for a general education rather than a technical or professional training for teachers after the stage of apprenticeship. There is a constant struggle between the human and the mechanical in primary teaching, between the development of general intelligence and of technical skill, between growth of character and inclination on the one hand and the acquisition of knowledge on the other. At present we are under the sway of machinery. Our elementary schools are fettered with codes, time-tables, drudgery, and unfruitful "good order," and with what result? Evening classes,

as Sir John Gorst recently told a deputation, are largely filled with young people who wish to re-learn what they were taught a year or two previously, and employers find a "plentiful lack of wit" among their newest office-boys fresh from the elementary schools. These and other consequences are the result of exalting the mechanism of education into the end and object of school-work. The subjects which constitute it are taught like "accomplishments," which can only be exercised in the way in which they have been learnt.

For instance, let us see how reading is taught. "Readers" are used. These are compilations of short pieces, each written to suit a certain standard of difficulty. They are read and re-read, and usually nothing beyond them is attempted because, if the scope of the reading were enlarged, the field to which the "spelling" test might be applied is extended. The monotony of the exercise naturally produces a monotonous enunciation. To counteract this, teachers aim at a more or less artificial "intelligence" of expression ; the Education Department object to this "intelligence" in a circular upon the teaching of reading, and yet do not remove the cause of the whole trouble. Again, in arithmetic, few people ever use higher rules than the four simple processes, with addition and subtraction of money. Yet school arithmetic soars into most abstruse regions, dealing with stocks and shares and other mysteries. If this higher arithmetic is ever required in after-life, it is usually learnt again by rote in workshop or counting-house, and worked with the help of numerous tables and ready-reckoners. Well may the Report say, in paragraph 2, that "much of the mischief is done while [the schoolboy] is a scholar in the standards," and go on to speak of the "excessive importance attached to some of the least valuable subjects of instruction."

It must not, however, be inferred that our present elementary education is valueless. The regularity and order of school-work is a useful discipline, insuring habits of carefulness and accuracy, and, for the first three years of his school-days, the boy needs a great deal of this kind of discipline. During these three years of drudgery, he has learnt mechanically the arithmetic he will require in after-life and a sufficient power of reading and writing to make more intelligent progress possible ; but, if drudgery is continued throughout school-life, Jack becomes a dull boy, and is in great danger of losing his power of intellectual growth.

Upon entering the fourth standard, the pupil should find a change. But, before noticing the character of this change, I should like to mention two developments which bring teacher and taught into closer relation than was formerly possible. I refer to the system by which the teacher has under him the same boys throughout their school career, and to the growing interest taken both by boys and by teachers in athletics.

How can the teacher use this greater intimacy with his boys for educational purposes? He has recently been allowed certain powers—for instance, that of promoting a boy—which were formerly exercised by the inspector only ; but he has, as yet, no power to choose or alter the subjects he teaches. Such a power ought to be conceded to a liberally educated teacher, just as a clergyman is allowed to preach the sermons he thinks best, or a doctor to prescribe the remedies he thinks most beneficial. In paragraph 2 we find it recommended that teachers should influence "the construction of the elementary code"; but, if each teacher were allowed to plan his own work, it would be better still.

Here, however, we should ask ourselves : What is the object of school-work? The question may be fitly answered in the words of paragraph 34 : pupils "should be exercised in this elementary material in such a way as to acquire good intellectual habits, with the inclination and the capacity to profit by a liberal education." This extract refers, as a matter of fact, to pupil-teachers ; but, although "a liberal education" will be the lot of but few elementary-school children, the words, in a broad sense, are applicable as describing the ideal of primary education for all. At present no great inclination to continue study is fostered in our primary schools ; the school-work is too uninteresting to attract the child to independent effort. Interest begets interest, and, if a teacher feels lukewarm upon the subjects prescribed in his time-table, the work of his class in those subjects will be mechanical, and, so far, without educational value. But, if he is allowed to teach the subjects in which he is interested, intelligence is kindled in his

class, and this intelligence, directed towards the necessary minimum of compulsory work, would soon accomplish it. Common interest in a subject of study would not only furnish a bond of sympathy between teacher and pupil, but might give the latter a hobby with which he could profitably employ his leisure after school-days are over, and so the better perform his duties in life.

Again, reading is, perhaps, the best medium of self-education—at least, for dwellers in towns. If study is, then, to outlive school-days, a love of reading should be fostered in school. The current methods of teaching reading seem, from this point of view, to be anything but hopeful. They aim at the development of an elocutionary facility which is of no great value as a means of subsequent self-development. Boys should be trained to read to themselves, and to summarize clearly, and in their own words, passages they have been given to read. Instead of making them spend time over “readers,” the teacher should put popular editions of standard works into their hands; these might be talked over in class, and given to the boys when done with. They can be bought at prices varying from a penny to fourpence-halfpenny each, and, if kept by the boys, might go to form the nucleus of small private libraries. School newspapers and periodicals are an improvement upon the “readers,” but their ephemeral character makes them inferior to cheap classics. These methods of arousing interest would result in the growth and multiplication of ideas, and “composition” would soon cease to be the farce it now too frequently is. Especially would this be the case if conversation during school-hours were encouraged, instead of being checked and frowned upon. We should then have a generation of practical men who could write intelligently upon their own affairs, instead of depending helplessly for the expression of their ideas on the “writer” who has the knack of style, the “literary man” *par excellence*.

This development of tastes and inclinations need not displace technical training, which, if carried out by practical methods, is interesting and therefore educationally useful. But it seems a mistake to set ourselves to copy uncritically the methods of countries whose conditions are diverse from our own, and whose populations are more drilled and disciplined than the inhabitants of this free and independent island. Mere accretions to knowledge will be soon forgotten, especially if there is no immediate use for them; but general intelligence is useful in any direction. It is this that should be aimed at in school, rather than the premature acquisition of an undigested mass of technical or any other knowledge. Intelligence is developed, not by any one method, but by the contact of mind with mind. It is thus that the “quickenings and stimulating influence of the teacher” (Report, paragraph 12) makes itself felt. Common interests and sympathy are the best masters of method, and school-work should be as much as possible like the social intercourse which afterwards takes place between master and former pupil. If the social connexion is to endure after school-days, it must during that period be begun and established upon the same footing as that on which it is to continue.

“As iron sharpeneth iron, so a man sharpeneth the countenance of his friend.” But the friendship of the Man in the Iron Mask was not sought after. A technical training is apt to provide the teacher with such a mask of professional method, and, if he is also wrapped round, as in a mantle, with Code regulations, his personality is certain to be hidden from his boys. He needs *some* method and skill, but only as a means to an end, not as the end in itself, and he acquired enough skill for his immediate needs when he was a pupil-teacher. His real, though perhaps his unconscious, work is to make his boys like unto himself, and to do this he must stand revealed before them. He should be a man, a friend, an educator of character, not merely a teacher, an inculcator of swiftly-fading knowledge. And, as the educated man should, *ceteris paribus*, possess a fuller and richer character than the merely trained man, I prefer a liberal to a professional education for those upon whose efficiency so largely depend the destinies of the nation.

FRANK J. ADKINS.

THE Duke of Devonshire, in answer to a question, said that it is not intended in the 1898 Code to give inspectors the power of forcing upon managers the recommendations of the Pupil-Teacher Departmental Committee.

THE TEACHING OF SCIENCE IN SECONDARY SCHOOLS.*

By BEVAN LEAN, D.Sc., B.A.

LET me say at once that when I am advocating in this paper the inclusion of science in a school curriculum I do not intend my remarks to apply to children younger than thirteen or fourteen. It is often asked: “How soon should children begin science?” I would reply: “The earlier the better, provided right methods are followed”; but I am strongly of the opinion that children should not in general begin systematic work in science (in chemistry and physics, for example), nor be allowed to enter the laboratory, before the age of thirteen or fourteen. Pleasant lessons on natural history may, however, most suitably be given, and little inquiries may be suggested incidentally by the dew on a window pane, by a rainbow, and by many other disconnected matters of common experience. The object of such elementary science with young children should be to maintain their wonder in the world around them and stimulate their curiosity, rather than to give training in scientific method.

Moreover, as has been insisted elsewhere, unless boys—and, I may add, girls—“have mastered the elements of arithmetic, decimals, the unitary method, percentages and proportional parts, they are recommended to go back to their ciphering. There can be no sound knowledge of physics or of chemistry without mathematical backbone. There is nothing more distracting to teachers and to students than to find that laboratory results cannot be worked out for want of adequate mathematical knowledge.”

Having said so much as to the legitimate range of systematic science teaching among children of varying ages, I will add that I believe those who have not themselves prosecuted a thorough science course find it very difficult to grasp what it is which some of us believe to be of value. The aims, the methods, the laws of science are very generally misunderstood.

For an instance I may refer to a recent address in which the problems of the chemist were spoken of as admitting of exact and definite answers, and were contrasted with the problems afforded by linguistic study, to the effect that it is characteristic of the latter alone to “admit of a variety of form which is almost endless, and a change of significance according to circumstances.”

Another idea, still very prevalent, was illustrated by a boy who told me a few weeks ago that he was going on leaving school into a dye manufactory, and his mother wished him to learn the chemistry of dyeing. Let it be clear that we do not wish to make specialists. On the contrary, the teaching of science in schools (and in general that means chemistry) *should have no reference to practical applications*, and by that I mean it should not be taught with a view to its subsequent use in commercial life; nor is this my own opinion only. It was stated in these very words in a report† issued a year ago by a special Committee appointed by the Technical Education Board of the London County Council, based upon evidence placed before them not only by prominent teachers such as Dr. Armstrong and Dr. Tilden, but also by manufacturers such as Dr. Ludwig Mond, Mr. Calderwood (managing director of Price's Candle Company), and Dr. Hurter (of the United Alkali Company), and others.

It was not easy for me to tell that boy that before he could be of service as a chemist—and by a chemist I do not mean a testing machine; reformatory boys may be such—he ought to have three years' thorough training in scientific chemistry of University standard, and then gain at least two years' experience in original research. As the report said, no attempt should be made to impart in schools any knowledge of the applications of chemistry for commercial purposes.

In this connexion may I enter my protest against teaching *qualitative analysis in schools*—the mere detection of lead and bismuth and iron, of sulphates and chlorides and so forth. Such teaching demands a minimum of exertion on the part of the teacher, and carries with it a minimum of educational value, and, while such elementary analysis is usually interesting to

* A paper read before the Friends' Guild of Teachers in Birmingham, January 18, 1898.

† “Report on the Teaching of Chemistry”: Edward Stanford, 2d.

children, the sense of knowledge which it often gives is pitiable, nor can it rest on any secure foundation. It was the experience of the demonstrators at the Owens College that the methods of qualitative analysis learnt at school had usually to be unlearned at college, and it was always preferred that boys should come with a good general intelligence rather than a supposed knowledge of analysis.

In the report already referred to evidence was taken from twenty-five secondary schools in London, in which there were 3,960 boys learning chemistry. Of these, 1,698 boys, or 42·9 per cent., did no practical work whatever, while with 955 boys, or 24·1 per cent., the practical work consisted only of qualitative analysis together with a certain amount of the preparation of gases. Of these 743 boys had not reached the study of the metals in their theoretical work, and so there was *no connexion between their practical work and their class work*. In six schools the first introduction to practical work was through qualitative analysis. A knowledge of the history of chemistry seems to me to show not only that practical work must be begun at the outset, but also that quantitative work must come at a very early stage. It is, therefore, a matter for congratulation that the Science and Art Department have now banished qualitative analysis from their First Stage examination.

Any parent who wishes his son to learn chemistry at school with a view to his future occupation in life should read a dialogue between a well-to-do drysalter and a schoolmaster in Professor Miall's "Thirty Years of Teaching." *

Nor, again, is our object gained if we succeed only in being *interesting*. People sometimes say: "Oh, X. Y. is so interested in his science," and I always feel that if that is all the teaching has been a failure. The awakening of interest in science in children over fourteen is not the end, but it is most certainly a condition, of successful work—a condition which will be secured if the children themselves work at the benches, if they are led to be original discoverers, and so obtain a consciousness of achieved success.

Further, our object is *not to impart knowledge or information*. I saw it urged in a newspaper article the other day that it was a misfortune for a boy to leave an organized science school after only one year's work, on the ground that the knowledge gained would certainly be lost in a very short time. Surely in nine cases out of ten the knowledge gained may be lost, and without regret, and yet solid gain remains provided right methods have been pursued. It is of little import to know that when acid is added to chalk carbonic acid is evolved; but to establish, after many experiments, by observation and inference, that the gas comes from the chalk, and not from the acid, and not in part from the chalk and in part from the acid, will give a discipline the effect of which cannot be lost. Or, again, it is of little consequence that you have forgotten what occurs when dilute sulphuric acid is poured upon zinc; but, if you have learnt to measure the volume of gas obtained when acid acts upon one gram of zinc, and have understood that you could not at once prove whether the gas came from the zinc or the acid, or in part from one and in part from the other—if you have understood why you could not answer these questions at once, solid gain must remain.

Why, then, do I urge the inclusion of science in the school curriculum? Let me attempt to answer this at the risk of reiteration. I urge it *solely as a means of mental culture and education*, in order to develop the mind in a way which is not possible through the exclusive study of languages, history, and mathematics. It is because I believe it is through science teaching that we can best arouse and stimulate the power of *accurately ascertaining facts and drawing correct inferences*.

I have a vivid remembrance of driving a ball at golf one day from the top of a hill over a valley: it alighted safely on a grassy slope on the other side of a ditch. Just then a white ball appeared travelling in the opposite direction, and I saw it roll down into the ditch. As I walked on with a sense of satisfaction a gentleman appeared on the opposite slope and triumphantly approached his green with my ball. In vain did I point to his ball in the ditch and tell him that I had had my ball in view all the time, while he had lost sight of his; in vain did I point to the marks on my ball and the hole it had made in the soft ground—he had the fixed idea that his ball could

not get into the ditch, and to this day he is driving my fugitive ball.

May I add that I believe a well devised course in physical science is best calculated to enable men—and, I would add women—to weigh and receive fresh evidence, and render them less tenacious of fixed ideas—surely a matter of great importance in both political and social life.

It is not so easy to correctly ascertain facts as may be supposed—nor are girls at all more likely to be correct than boys. During the past year I took a class of twenty-six girls, and another class of forty boys through precisely the same introductory course on physical measurement. I then gave the same practical examination to all, with the result that, though the average age of the girls was nearly a year above the average age of the boys, the average result attained by the girls was 3 per cent. below the average secured by the boys. I think half the girls did not read the level of water in a burette even approximately correctly, although they were more successful in reading the temperatures of Fahrenheit and Centigrade thermometers to the tenth of a degree.

Now, if our science teaching is to have the educational value of which I have spoken, I believe *chemistry* (and with it I include the elements of physics) gives us the opportunity we desire better than any other branch of natural science; I hold this to be so, firstly, because chemistry admits of accurate quantitative experiment even within the time of a short class; secondly, it admits of an infinite variety of experiments and the conditions of an experiment can be readily varied; thirdly, hypotheses formed upon observed facts can be readily tested by further experiment; and, lastly, and this is important, just as truly as any other branch of natural science, chemistry so frequently touches matters and operations that are familiar to children in everyday life.

Let me illustrate this connexion with everyday life. During the last few months a class of boys was studying solution. They found that some solids are much more soluble in water than others; they measured the solubility of saltpetre and salt in water; they found that alcohol, ether, and benzol are most useful solvents of fats, oils, and substances insoluble in water; they found that some natural waters contain a greater quantity of dissolved solids than others; and they themselves were able to measure the relative hardness of rain water, the school spring water, and that of the town supply.

It goes without saying that, if our teaching is to have this educational nature, *we must illustrate the scientific method of investigating Nature*. What is this scientific method? In a recent review it was pointed out that "it includes all the logical processes—induction, deduction, analogy, verification—every way in which the intellect passes from fact to fact. It consists in the formation of an hypothesis from the facts by induction at the earliest possible moment in an investigation, deductive application of the hypothesis to known facts, and the search for others that ought to exist if it is true, until it proves itself imperfect. By the help of the new facts the hypothesis is improved (by induction), and again applied, until by successive approximations it reaches the truth."

If, then, we adopt in our teaching the scientific method of investigating Nature, it is essential that *those we teach should be placed in the attitude of discoverers*. I hold strongly, too, that the right course of teaching chemistry is suggested by the history of the science, and that the order in which problems have suggested themselves to successive generations is the order in which they may be most naturally presented to the individual. In practice, the problems on which great investigators were engaged one hundred years ago are found to be suitable for the modern schoolboy. I have found this to be a most valuable guiding principle, not only as to the order, but also the method, in which chemistry can best be taught. It tells me that in chemistry, as Huxley laid down in physiology, to proceed from the known to the unknown is a sounder rule than from simple to complex. Yet how many teachers and writers still cling with pathetic faith to the latter method! To them atoms are the simplest things, and they therefore begin with atoms: they treat of elements before compounds, and of primary compounds before more complex ones. How many of us are there this evening, I wonder, who did not begin chemistry with definitions of atoms and molecules, of elements and chemical compounds?

I am not arguing that we ought to build up the whole of

* "Thirty Years of Teaching." (Macmillan.)

our science by ourselves. There will be this difference between the relation of our pupils to their investigations and that of Black and Cavendish, Scheele and Lavoisier, who first attacked them, that these great men stood alone without a guide in their pioneering inquiries, while our pupils are led by us through our knowledge of the history and development of our science into lines of inquiry which have proved to be fruitful and important. The time will come when our pupils, if they continue their studies, must avail themselves of the results of the labours of others by means of lectures and books, but at school it is far more important that they should be placed at the outset in direct contact with facts, in the attitude of original inquirers, and that we should endeavour to imbue them with the research spirit.

Such a method is a live one. It will persist, as it should, when the teacher is not at hand, at home and in the holidays. I have found that students at college who have spent years of study on chemistry on what I would call the old lines often possess no grasp of the scientific method, while, on the other hand, I have been astonished at the power shown by boys at school who have been taught in the way I advocate. During a part of last term the highest class in a school worked over the ground described by Black in 1755 in his paper on "Magnesia Alba." In the examination at the end of the term they were given a substance they had never seen before, and simply told to examine, both qualitatively and quantitatively, the effect, firstly, of heating it in a Bunsen flame; and, secondly, of acting on it with hydrochloric acid. The substance was a basic carbonate of copper. The time allowed was only one and a half hours, yet one boy—a boy of whom his class-master almost despaired—determined, with an error of less than 1 per cent., both the percentage of carbonic acid it contained and also the loss of weight on ignition: he noticed that these results were not identical, as is the case with chalk, and correctly summarized his investigation by concluding that the substance was one containing copper and allied to chalk, but containing a lower proportion of carbonic acid. Few trained chemists could have done more.

I hold, therefore, that in working out in practice a school course in chemistry our *two guiding principles* should be, firstly, that the order in which problems have presented themselves to successive generations is the order in which they may be most naturally presented to the individual; and, secondly, that the methods of gaining knowledge are of greater importance than the knowledge itself.

From these principles follow two corollaries concerned with the *qualifications of the science teacher*. It follows from the first that the teacher should himself have a knowledge of the history of his science and should have the habit of consulting the original memoirs. If the teacher knows that in the papers of Priestley and Cavendish, Lavoisier and Davy, chemical symbols and equations are not to be found, he will understand that they are not essential to the study of chemistry. If he is aware of the long controversies, extending over decades, on the nature of acids and salts, he will be less likely to insist on definitions which will have to be unlearned later. If he is aware of the controversies at the beginning of this century between Proust and Berthollet, and of recent work on the nature of solutions and alloys, he will know that no complete definition of a "chemical compound" can be given. The "exact answer" of the chemist does not in fact exist.

If the second of the above propositions is admitted, it follows that it will be a gain if the teacher has himself carried on original research. This implies that a teacher must have spent at least three years at college. As things are, very few students are promoted to research before taking an Honours degree; this is a consequence, in part, of their previous training when they come to college—in part, a consequence of University curricula; but I believe that in a few years research will be obligatory on Honours men. I am convinced that, if a teacher has himself added something to the common stock of knowledge, he will the better enable his pupils to put aside in their inquiries the accidental and seize upon the essential, and he will more certainly infuse his class with enthusiasm and the true spirit of scientific investigation. He will also know the importance of a faithful record of the laboratory work, and the careful discussion of results obtained. At any rate, if he has never had the opportunity of doing original research, the science teacher must have an inveterate habit of inquiry if he is to stimulate the habit in others.

If I have in any measure succeeded in my object, I have now shown that, while it is easy to teach bad science which may leave in after years not a wrack of good behind, the teaching of science on sound lines should be given an adequate place in the upper classes of secondary schools, and necessitates special qualifications and a special training in those who undertake it.

THE NEW SPRING.

WAS it of love or of springtime that Caponsacchi was speaking when he said:—

I paced the city: it was the first Spring.
By the invasion I lay passive to,
In rushed new things, the old were rapt away!

He had just seen Pompilia, the woman whose noble simplicity and purity were to be among the regenerating forces which awakened him to the fact that he had been a "fribble" and "coxcomb"; but it is with a quite literal meaning also that he tells us that "it was the new spring."

Love and springtime—what new thing can be said of either, except that the eternal parable is rewritten every Easter, sealed with the profound significance of the most joyous fact in the world's history, and prophesying "some far-off divine event," in which shall be consummated that deepest and purest love of all which is, we are told, even more enduring than faith and hope?

Once again the earth is putting forth her symbols and unfolding her beautiful hieroglyph, not only in field and lane and woodland, but even in the by-ways and corners of town and city. Already the rosy splendour of the almond trees has glowed and paled again, and the leafless elms have shown their clusters of dusky red blossoms, and now I have seen one of them opening its green buds. Lilacs are rapidly unfolding their leaves, and here and there the hawthorns are showing a bright verdure.

In London the spring must always carry with it a certain charm of surprise and unexpectedness, a pathos and a touching incongruity. The exquisite cleanness of the new leaves and flowers, the stainless splendour of the vernal tints, the exhilarating purity of the early perfumes—who would look for these in the midst of so much smoke and grime, so much that is sordid, or worldly, or poverty-stricken? Yet here they are, unsullied as an angel's wing, and sweet as the airs of heaven. Already I have seen the loveliness of the budding trees at the back of the Marylebone Workhouse; already, after an early shower, I have met the penetrating and delicious odour of the sweet-poplar in St. James's Square—so unmistakable a fragrance that, though I have not discovered the tree, which may be hiding in a back garden or round an area corner, I know that it is there, as we know the sun is shining when we feel the light in our eyes. There are sheltered bits in Kensington Gardens which are already "a mist of green, and nothing perfect," and the little blue scyllas seem to be blooming this year even more fully than usual in outlying garden plots. As I stood last Sunday morning in St. Paul's Churchyard, watching the crowd of pigeons that walked about tamely and companionably round the feet of the children who were feeding them, I saw that the crocuses were at their most perfect moment of blooming, and recalled a charming letter from Mr. G. D. Leslie to his friend Mr. Marks, in which he evolves a theory of his own as to why the gold crocus is generally smaller than the purple or the white.

I know of one town in the Midlands, full of hot and noisy factories, where, at this time of year, the little windows of the back streets in the slums are adorned with glasses of the purple crocus, plucked by the eager flower-loving factory "hands" and their children, down in the flat meadows by the winding Trent. In those fields, in bygone days, the wild anemone, which generally is found in the woods, was wont to grow with a special grace and vigour, the witchery of its delicate outline enhanced by the deeper pink in its pencillings, which it owed probably to the lavish moisture. This year, of course, everything is early, and one half fears that the spring will be over in a flash before we have fully seen all its passing wonders. It is almost a relief that the plane tree, our London tree *par excellence*, still remains bare, except for the three little fairy-like balls of last year, which hang here and there from the

branches, and mark it out almost as distinctively as the peeling of the bark. On the north side of London the coltsfoot is in full bloom, and I have seen it also in Kent, where the earliest fruit trees are beginning to be snowy. The grey and gold of the sunset on Sunday evening was hardly more beautiful than the later sky which followed, when the moon and stars looked down through fleecy clouds and far-away azure deeps. And there has been more than one afternoon since, when the Law Courts and National Gallery, in the very heart of our great thoroughfares, have gloomed forth grandly against a pale gold background, touched with diaphanous cloud-ripples.

London owes much of its supreme fascination to the river and to the birds which fly above it. Sea-gulls and swallows are among the most beautiful birds in the world, and there are a host of others that, when the swallows are here with the May-time, will be sharing London festivities with them. It is wonderful how many singing-birds seem to make themselves happy in suburban gardens. But it happens that it has been further afield that I have this year heard the skylark most jubilant. I heard him some three weeks ago, beyond Eltham, one sunny, windy morning, when I watched two English girls on horseback taking their ditches very prettily, in company with a young brother, whose horse at first refused to follow for all the urging in the world. The lark was pouring forth his "harmonious madness" above a bit of grass-land, such as may often be found just outside London. It is wonderful what a variety of field and woodland, and wild, blossomy common surround this huge, struggling city. We owe much, too, to those hard-working enthusiasts who have secured to us many open spaces within our borders, and turned ill-kempt burial-grounds into cheering gardens. It is a moment when every one wishes success to the hard-worked people who are doing their best to save the glories of tree and moorland from the hand of the artificial spoiler.

Among London schemes which appeal to all hearts alike, apart from party prejudice or theological wrangling, there are two or three which seem to make a stronger appeal than usual in these first days of sunshine and fresh air. Not to speak of the Children's Country Holidays Fund, which every one knows and delights in, and the State Children's Aid, which aims at more individual home-life than can be possible in our present barrack schools, there is the Children's Invalid Aid Association, which seeks to give to every crippled child in London a helpful and understanding friend, and yearly does so much in arranging for needed rest and change in convalescent homes. There is the delightful enterprise lately set on foot for securing to outworn labouring women, and especially mothers, an occasional breath of sunshine and sweet air before they break down under the perpetual strain of their daily burden. There is also the great and pressing question, for which inquiry is now being urged, as to the over-work of wage-earning children in our Board Schools. We have heard of a little child of seven who was expected to do five hours of scrubbing daily in addition to her school-work; and we have in remembrance the hard lot of another little girl, two years older, who had to be up at 4 a.m. every day to call workmen in adjoining streets, as well as the case of an unhappy boy who was at work at Covent Garden at the same unearthly hour, both these children, of course, being expected to go through the ordinary school routine of the day afterwards. Nor is it at all unusual for little children employed in home industries to be kept at work till towards midnight. On the children of the nation depends the future of the race, and it is to be hoped that all possible influence, private as well as public, will be used to prevent the enslavement of the little street-arab of the past in the crushing labour-mill of never ending compulsion in and out of school, which now threatens to rob him of that precious vitality and enjoyment of life which make sunshine doubly welcome and spring-time an added joy.*

The beauty of London in the spring-time has at all times a deep pathos—its mingling of the infinite and the impossible,

* The Editor kindly asks for the addresses to which helpers and sympathizers may write. They are: Children's Invalid Aid, 13 Buckingham Street; Women's Holiday Fund, 47 St. James's Square, Norlands; Women's Industrial Council, 12 Buckingham Street; Children's Country Holidays Fund, 10 Buckingham Street, Strand; State Children's Aid Association, 61 Old Broad Street. "Omnia vincit amor" is the motto of the Children's E.C. Invalid Aid Association.

its conflict between the lavish blossoming of Nature and the straitening greed of man; but, if the ideal of civic responsibility fulfil the promise which has been slowly and gradually unfolding for nearly nineteen hundred years on behalf of the poor and the sorrowful, then, century by century, the world may draw nearer to that spring-time of the Golden Year when at last there will be written upon the walls of our cities: "Omnia vincit amor." A. M.

COLONIAL AND FOREIGN NOTES.

AUSTRALIA.

The Australasian Association for the Advancement of Science held its seventh session this year in Sydney, in the beautiful and commodious buildings of the University. In spite of a hot week in January, the hottest month of the year, the meetings were well attended, not only by the Sydney members, but by members and delegates from all the other colonies. The great triumphs of the year for the scientific world in the Southern Hemisphere are the expedition of Professor David (Sydney University) to the coral atoll of Funafuti, with its now world-known result, the re-establishment of Darwin's theory, and the expedition of Professor Baldwin Spencer (Melbourne University) to Central Australia, with its almost equally rich results in the extension of our knowledge of the strange survivals of that mysterious desert land. The lectures given by these explorers, illustrated by fine lantern slides, naturally carried off the palm as regards interest, and will remain the distinguishing features of the meeting of 1898. The usual work of the Association was well represented in all the sections. It will interest the readers of the *Journal* to know that the section devoted to Psychology and Education receives more than a fair share of attention, and that the character of the work done this year is considered to be above the average of any preceding session. Papers on "Idealism in Education," "Ethics and Education," and one embodying the results of original work on the "Psychology of Attention" (Rev. W. Cocks), called forth much interesting discussion. "A Study of Arrested Mental Development" (Mr. Macmanamey) was well followed by "An Account of Schools for Backward Children in England and Germany" (Miss M. Hodge). "Is there a Science of Education?" (Mrs. Atkins), answered by the writer in the affirmative; "Teaching *versus* Education" (Miss Newcomb); "The Finance of Secondary Education" (Mr. Robin); and "The Place of Museums in Education" (Miss Macdonald) sufficiently show the range of subjects taken within this section. It promises well for Australia that the education of the young occupies so large a place in the thought of her scientific men.

BELGIUM.

A professor of the University of Louvain, M. Collard, who already has to his credit some important reforms in the methods of secondary schools, has lately published a suggestive article as to the desirability of organizing periodical pedagogic conferences for secondary teachers in active employment. The primary teachers have had such conferences for some time past, and are allowed on all hands to be the better for them. The custom is for all the teachers in a given district to meet at regular intervals, under the presidency of an inspector. Papers are then read on some pedagogic subject announced at the previous meeting, lessons are given by selected teachers to their own classes, and the methods adopted in these lessons are afterwards fully discussed. M. Collard wishes to see secondary teachers doing something of the same sort, and we fervently echo his wish.

"Those," he writes, "who are already on the side of pedagogic science cannot help approving of the proposal; they are but too well aware that, however thoroughly the rules may be known, there is still much to be feared from routine and neglect. Those, on the other hand, who are afraid either of being roused from their torpor or humiliated in their presumption, who prefer to drift on without having ever seen any class but their own, without having ever opened a manual of method, will loudly cry the magic word 'experience'—often synonymous with the dreariest routine—and energetically protest, and make difficulties." We note two other points in M. Collard's proposals: (1) the lessons must be given by the best teachers, the object being, not to ascertain whether this man or the other is capable, but to set before everybody the example of really good work; and (2) questions of general pedagogics, which too often only give rise to the quotation of commonplaces from the text-books, must give place to the questions of practical pedagogics which arise as the lesson proceeds, and which are of so much value in turning the attention of the teacher to his own methods, and in leading him to consider his daily difficulties, and the best means of meeting them. In our own state of secondary chaos, such district meetings are obviously impossible. But why should not each school have its own? The good, though limited in scope, would be still good. We fear that for a long time to come the answer will be given by the allied forces of indifference,

incompetency, jealousy, and conceit, against which the struggle of disinterested endeavour as yet availeth nought.

The following statistics of the progress of primary education in Brussels, between the familiar dates 1837 and 1897, are not without interest:—

	1837.	1897.
Population	102,202	194,505
Number of primary schools	2	...
„ pupils	1,000	20,751
„ teachers	8	509
Cost per inhabitant	0 fr. 42 c.	9 fr. 0 c.
Illiterate recruits	59 per cent.	12 per cent.

In other respects—buildings, material, programmes, methods—the progress has been no less striking.

INDIA.

In accordance with an order of the Government of India, the Directors of Public Instruction in the various provinces have added to their Annual Reports published last year a *résumé* of educational progress since 1892. From the reports, or summaries, that have reached us, we learn the following particulars:—The percentage of scholars to the population of school age is 22 in Burmah and Coorg, 17 in Bombay, 15 in Madras and Bengal, 12 in Assam, 11 in the Hyderabad Assigned Districts, 8 in the Panjab and the Central Provinces, and 5 in the North-Western Provinces and Oudh. As none of these figures show more than a slight increase over the figures of 1892, advance must be looked for in another direction. Natives, for instance, are being more and more employed in the higher branches of the educational services; science and physical education are becoming increasingly popular; special efforts have been made to encourage the spread of primary education among the more backward races, despite the fact that certain forest tribes recently “burnt the school-house, and are said to regard police and education as equal forms of oppression”; finally, increased attention has been paid to the question of training for teachers, and increased efforts made to advance the education of women, though in a country where, on the one hand, normal students have to support themselves and often their families on six rupees a month, and cannot be induced “to eat enough food,” and where, on the other, “the respectability of any woman occupying the position of teacher in a public girls’ school is suspected,” it is scarcely surprising that progress, though perhaps sure, should be extremely slow.

In one report we read: “Direct moral instruction is not generally given except in institutions under the management of missionaries.” How, indeed, could it be? We scarcely know how to face the problem at home—much less in India. Discipline is said to have improved, and to be in a fairly satisfactory condition; but the following passage from the same report—and it does not stand alone—leads us to discount the satisfaction: “The practice of writing anonymous letters aimed against authority and couched in grossly disrespectful terms is still the means adopted for ventilating real or imaginary grievances. Such letters are discouraging indications of a want of moral tone among schoolboys, and when, as in some cases, there are only too good grounds for suspecting that teachers have associated themselves with their pupils in the composition of them, a really serious state of affairs is disclosed.” No wonder the cry is for the better training of teachers.

On the eve of the Tenth Annual Conference of the Teachers’ Guild of Great Britain and Ireland, it is interesting to light upon detailed notices of the recent Second Annual Conference of the Teachers’ Guild of Madras. The lines of such conferences are presumably much the same all the world over, yet it may be a surprise to some of us to learn that in Madras “there seems to be a tendency on the part of some otherwise estimable men to consider themselves above and beyond the sphere of educational conferences, and that they can get no good by attending them, or indeed any meetings on educational subjects.” And again, that “Teachers’ Guilds and Educational Conferences are meant for all teachers, whether first-grade college professors, or high-school masters, or primary school teachers.”

We note that the social gathering with which the Conference concluded took the form of a concert, and that of the three hundred teachers, Hindu and European, who attended the Conference, disappointingly few were ladies, owing to “an erroneous impression having crept abroad that the Conference was specially intended for male teachers.” The papers of most general interest were those on “Compulsory Education,” and “Some Practical Methods of imparting Moral and Religious Instruction to Indian Youth.” The discussion on the former consisted almost entirely of an indication of the difficulties in the way of such a change, difficulties connected not only with finance but with the Hindu social system. It was also pointed out that there were thousands of villages that had no primary schools at all, and that it would be better to remedy this defect before attempting to bring about a system of compulsory education.

The second paper turned rather on the general question of religious education than on any particular method of imparting it, but it nevertheless gave rise to a lively discussion, and the general impression seemed to be that the difficulty of religious differences would prevent

anything but a colourless book of morals being introduced into Hindu schools, and that such a book would be of little use. Some of the younger teachers, to the great concern of many of the Hindu teachers present, even doubted whether any advantage was to be gained by an ostensible attempt to teach morality and religion, though they laid great stress upon the influence of a truly moral and religious teacher’s personality. In the opinion of the Chairman, also, “the best moral text-book was the moral teacher.” At the close of the Conference a set of resolutions bearing on the subject discussed were formally passed, in order that they might be forwarded to the Director of Public Instruction, who, it is known from experience, is inclined to attach much weight to such expert educational opinion. But that is in Asia!

Madras having made such a success of her Guild and her Conferences, Bombay is about to follow suit. An enthusiastic preliminary meeting has been held, and a committee appointed to draft the constitution of a Teachers’ Association. It seems a pity that the word “Guild” cannot be retained. There are obvious advantages in calling the same thing everywhere by the same name.

CHINA.

A correspondent of the *Spectator*, writing from Shanghai, refers to “a projected school for the girls of the upper classes of China, whose tenth rule, to translate somewhat literally from the Chinese, runs as follows:—‘Foot-binding is a wicked custom, so after having been admitted into the school the girls shall advise each other to unbind their feet. For the present both girls with feet bound or unbound shall be similarly admitted, but after the lapse of a few years girls with bound feet will not be admitted.’ And, almost incredible though it may seem in England, so strong and so widely diffused is the principle of local government in China that this is the way it will probably be worked out, the girls themselves exhorting one another. ‘This school,’ to quote again from the proposed rules, ‘is to be established on the basis of Confucianism, and a tablet will be dedicated to his memory.’ The school is to have two secretaries—one foreign and one Chinese lady—who are always to live in the school, taking care of the pupils; and of the four teachers two are to teach foreign languages. The curriculum proposed is sufficiently varied and extensive: spelling and grammar and the ‘Readers.’ After that, history, geography, philosophy, and industrial arts will be taught. Three special branches of applied sciences shall be taught,—viz., mathematics, law, medicine and surgery. Each pupil shall take only one branch of these sciences, but those who are inclined to study either medicine and surgery or law must also have a fair knowledge of mathematics. Besides the above three special sciences, a training college will be established to train in the special work of a teacher. It is satisfactory to note afterwards that should the income of the school suffice, the young ladies are to learn the arts of spinning, weaving, painting, and drawing.”

ICELAND.

In the autumn of 1895, owing to the difficulty of obtaining any very precise information regarding education in Iceland, the United States Commissioner of Education sent a letter to the Governor-General requesting to be supplied with more specific data. The following is the reply, quoted in the Commissioner’s last annual Report:—“In reply to your letter, I have much pleasure in sending you the following notes on education in Iceland. As the bulk of the population is scattered over the country in isolated farm-houses, with long distances between them, schools are impracticable in the rural districts, and the children receive the rudiments of learning from their parents or any other qualified member of the household. This instruction is superintended by the clergyman of the parish, whose duty it is to examine candidates for confirmation, not only as to their religious knowledge, but also as to their proficiency in reading, writing, and the first rules of arithmetic, and to refuse or postpone that rite until the children have acquired the necessary knowledge. Of late years a system of ‘circuit teachers’ has been organized, and is in operation in many country districts. These teachers travel from place to place during the winter, remaining for several weeks at each centrally situated farmhouse, and teaching the children from all the surrounding farms within reach. They are supported by the people of their districts, and receive a small grant from the Icelandic treasury. In 1894 these circuit teachers numbered 165, and they taught 3,280 children, the subjects being reading, writing, orthography, arithmetic, and religious instruction. In the towns, trading stations, and fishing villages, there are 26 children’s schools, which in 1894 were attended by 896 children. These schools are open in the winter time for six to eight-and-a-half months, and have generally one, but sometimes two, teachers. The subjects taught are reading, writing, orthography, arithmetic, religious knowledge, geography, the rudiments of natural science, and Icelandic grammar. Some schools in addition to these teach history, Danish, English, singing, gymnastics, and swimming. All these schools are locally supported, receiving, in addition, grants from the Treasury. The higher and specialized schools are three schools for women, where the higher branches of education, needlework, and housekeeping are taught;

two 'Real schools,' one supported entirely by the Government, with three teachers; the other supported by private endowment and Government grant, and serving also part of the year as a seminary for teachers; one Latin school or high school in Reykjavik, with seven masters, besides assistants, and 115 pupils last year; four agricultural schools and one nautical school. There is also a school for the deaf and dumb. The professional schools are a theological seminary and a school of medicine, each with four teachers, and both situated in Reykjavik. Tuition is free in all the higher schools; most of them provide free lodging for their pupils, and bursaries are attached to some.

"For some time a movement has been on foot to establish a national University in the island. Such a step would not only obviate, for aspirants to University degrees, the necessity of residence in Copenhagen, but would also, it is believed, have an important effect upon the general education of the country. Is it superfluous to add that Iceland is a quarter as big again as Ireland, and had a population in 1880 of 72,000, of whom about 2,500 were in Reykjavik?"

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

TENTH GENERAL CONFERENCE, ABERYSTWYTH, APRIL 18-22.

The following additions should be made in the Provisional Programme of the Conference circulated at the beginning of March:—

A conversazione will be given by the Mayor and Corporation of Aberystwyth in the evening of Tuesday, April 19, in the Pier Pavilion, 8.30 to 10.30. This will be in addition to the conversazione to be given by Principal Roberts at the College.

The other opener (with the Principal of Lampeter) of the discussion on "The Relation of the Elementary to the Intermediate Schools; for example—when the bifurcation should take place," will be G. S. Turpin, Esq., D.Sc., Headmaster of the Grammar School, Swansea.

The other opener (with Miss Penstone) of the discussion on "The Practical Correlation of Subjects in Schools, and Herbart's Views on the same," will probably be Dr. S. S. Fechheimer.

The other opener (with Mr. Newton Coombe) of the discussion on "How far is it possible or desirable to co-ordinate County Councils with School Boards in the organization of Secondary Education?" will be J. Waugh, Esq., M.A., Headmaster of the Higher Grade School, Cardiff.

The other opener (with Miss Alice Woods) of the discussion on "Child-Study: how it should be conducted, and by whom," will be R. Langdon-Down, Esq., M.D., President of the Childhood Society.

The other opener (with Mrs. G. R. Scott) of the discussion on "The Co-operation of Parents and Teachers in the Education of Children" will be C. Simmons, Esq., M.A., Headmaster of the Preparatory Branch, University College School, London. On this subject there will also be a communication from the Headmaster of Harrow.

The officers' meeting will probably be held on Wednesday evening, April 20, immediately before the Annual General Meeting, which may be postponed till 8.30 p.m.

Members are reminded that names of those who intend to be present at the Conference can be sent to the Hon. Secretaries of the Branch, University College of Wales, Aberystwyth, at any time up to the eve of the Conference. It is desirable, however, that they should be received as soon as possible, to help hosts in the conversazione arrangements, and on other grounds. The Council earnestly desire that the Branches of the Guild may be properly represented, especially as the officers' meeting affords the best opportunity in the year for conveying the views of Branches on matters of organization to the Council.

TEACHERS' GUILD BENEVOLENT FUND.—At present only forty-one persons have contributed to the proposed Benevolent Fund. The contributions range from £5 to 2s., the total amount being £33. 6s.,—viz., annual subscriptions, £11. 5s.; donations, £22. 1s. As Miss Barlow's offer of £150 towards the Fund, on condition of the same amount being raised in or through the Guild, does not hold good beyond the 30th inst., it is necessary for those members who wish to contribute, or raise money for the fund, to take action at once.

The Executive Committee of Council sat on March 3. Present: Mr. H. Courthope Bowen, Miss Busk, Mr. Charles, Miss Edwards, Mr. Montgomery, Mr. Nesbitt, Miss Page, Mr. Russell, Miss Smither, Mr. Storr, Mrs. Sutton, and Mr. Wise. In the absence of the Chairman, Mr. Bowen was voted to the chair.

Twenty-nine applicants for membership of the Guild were elected,

viz., Central Guild, 20; Bristol and Clifton Branch, 3; Ipswich Branch, 4; and Manchester Branch, 2. It was announced that the Association of Headmistresses, the Association of Assistant Mistresses, and the Private Schools' Association had nominated their representatives to serve on the new Professional Joint Agency Committee for Women Teachers. The representatives of the College of Preceptors and of the Teachers' Guild would be appointed by their respective Councils before the end of March.

The first meeting of the new Agency Committee was held in the offices of the Guild on March 24.

CENTRAL GUILD, LONDON SECTIONS.

Section F.—The Rev. Professor H. C. Shuttleworth, M.A., will give a lecture on "Browning's Studies of Pictures and Paintings" on Tuesday, May 24, at 8 p.m. The lecture will be given, by kind invitation of Miss O'Connor, in the High School, Clapham (east side of Clapham Common. Trams from Balham and Clapham Stations, and Westminster, Blackfriars, and Waterloo Bridges, i.e., all *Tooting* trams, pass the door. Omnibuses from Clapham Junction pass near). Members of all Sections are cordially invited.

Mr. H. Courthope Bowen attended a meeting at Walsall on Monday evening, March 21. The meeting was brought together to take steps to form a local Branch of the Guild for South Staffordshire. The chair was occupied by Sidney Gedge, Esq., M.P. for Walsall. Many names were given in at the end of the meeting, and, as there are four ex-honorary officers of the Guild, in prominent educational positions in Walsall, working for the proposed Branch, the prospects are good.

Section B.—On Monday, March 21, Mr. M. E. Sadler gave a lecture on "Typical Curricula of Secondary Schools for Boys," at the City of London School, and Mr. A. T. Pollard took the chair. The lecture was so full of information and suggestions that it is impossible to give even an outline of it, and at the conclusion several of the headmasters who were present strongly urged that the lecture should be printed and circulated as widely as possible. In the outset, Mr. Sadler said that he wished he could throw his matter into the form of a dialogue; thus leaving various people to express opinions, while himself drawing no conclusions therefrom. He proceeded to try and find a definition of what a curriculum should be by quoting from Dr. Gow, on the one hand, as wishing for settled curricula and published time-tables, and Mr. Tucker, of New York, on the other, as thinking that education should be supplied in response to demand, and Mr. Herbert Spencer, as wishing for no curriculum at all, but to let children get knowledge as they can. Before settling on a curriculum, some one must determine what subjects are most wanted, and in what order they should be taught, and therein lies the great difficulty, as the pupils' environments vary so very much. Spencer says that science is a better educator than languages, which are full of dogmatic rules; while Dr. Arnold considered that classics imparted good historical evidence, and trained a boy to find out what was true and what was false; while Faraday said that too much of literary studies in early life got the mind into a literary bent, and made it unable to take in what he called real studies, viz., science. We must realize that the true aim of education was not so much to cultivate intellect as character, and it was well when a headmaster desired to have pupils, not disciples. It is necessary also to realize that the parent is not the only person to be considered when a future citizen of the nation is being brought up, and, therefore, his education should be appropriate to his future life; and, just as teaching ought to begin from what a child already knows, so it should end in relation to what the pupil intends to do; for, before a professional education is entered upon, much knowledge should not only have been gained, but have been made into a kneaded consistency. This general knowledge, Mr. Sadler supposed we should all agree, should, at all events, include some knowledge of religion; two or more languages; history, generally, and particularly the annals of our own country; some physiography and knowledge of the surface of the land; arithmetic, algebra; geometry; physics; chemistry, and some scientific method; some use of the brush and pencil, and also, if possible, some other kind of manual exercise. This general knowledge should be the outcome of school education; advanced studies should come later. *Multum, non multa*—much, but not a muddle of many things. Only after much general knowledge should come specialization. Mr. Sadler then gave a most interesting account of the education of boys in Germany, and specially in Prussia, and showed how this aim of general knowledge was attained under that system chiefly by there being so many various schools, each with distinct and separate aims, and showed that the composite character of a great many of our schools might be a source of weakness. He concluded by saying that we wanted the English traditions carried on, but they must be in their noblest forms; and that each school should have an idea behind it, and an ideal before it; and that, of course, we wanted ideally perfect teachers at the head of such schools. Teachers must love their work and have sympathy with their pupils, and have such personality that would awaken in the minds of their pupils a desire for what is good and true; and that, with all this, freedom and spontaneity were essential for the working out of our educational problems. Mr. Eastbrook, of Owen's School, Islington, proposed,

and Dr. Scott, of Parmiter's School, seconded, a vote of thanks to Mr. Sadler, which was most heartily supported by all those present.

Sheffield Branch.—The annual meeting was held on February 24, at the Girls' High School, Rutland Park, and was well attended. Sir Henry Stephenson presided. Among those present were: Professor Hicks, the Rev. V. W. and Mrs. Pearson, Mr. and Mrs. J. Newton Coombe, the Rev. H. Heap (Rotherham), Mr. and Mrs. W. E. Brown, Professor Addison, Mr. J. H. Morris, Miss Law (Rotherham), Mr. Lionel Smith (H.M.I.), Miss Marsden, Mr. John Derry, Miss Cleghorne, Mrs. Woodhouse, Mrs. Henry, &c. The eleventh annual report of the Council, read by Mrs. Henry, one of the Hon. Secretaries, described the financial position of the Branch as healthy, and stated that the membership had considerably increased since the previous annual meeting. The work of the year was reviewed, and thanks were expressed to various ladies and gentlemen who had entertained the members. The meetings had been well attended, and the interest shown in the work of the Guild was very encouraging. The several schemes developed by the Guild were steadily increasing in scope and usefulness. Incorporated in the general report was a report from the Art, Museum, and Lantern Slide Committee. This stated that the Art Committee have expended money in purchasing a collection of pottery for use as art models; new portfolios have been purchased, consisting of National Gallery reproductions and of portraits of illustrious personages of the court of Henry VIII.; and sets of lantern slides, partly historical and partly geographical, have been added. The Committee expressed the hope that these efforts might enhance the value of the teaching of geography and history. A museum cabinet, illustrating coal-measures, has been added during the year, and another, showing the geological formation of the district, is being prepared, while it is also hoped to provide, during the ensuing year, additional cabinets, and to duplicate some of the more popular zoological collections, with the view of extending the benefits to a larger number of schools. The authorities of the College of Preceptors applied for permission to exhibit several of these cabinets at their recent winter meeting for teachers. The *Journal of Education*, speaking of this scheme, said:—"Amongst the unofficial lectures given at the College of Preceptors during the winter meeting was one of special interest on 'Circulating School Museums.' Many a teacher of natural history, geology, and the like is handicapped for want of suitable specimens and illustrations. This difficulty has been in part overcome in Sheffield by the action of the Branch of the Teachers' Guild. Cabinets containing collections in illustration of science lessons are provided, and can be borrowed and exchanged by any school in the area of the Sheffield County Council. And this body has given most generous aid towards the expenses involved. The idea is most practical and useful, and, if one County Council can spend a part of its technical education money in this way, it does not seem hopeless to persuade others to follow suit." The general report went on to express regret that the Technical Instruction Committee of the Sheffield Corporation had not seen their way to recommend a continuance of the grant for 1898. This action would prevent any additions, beyond those already in hand, being made this year. The large balance appearing in the Treasurer's statement had been expended, although not actually paid. A scheme was at present under consideration for the formation of an educational library. The report and statement of accounts were read. Sir Henry Stephenson was re-elected President, the following being re-elected Vice-Presidents:—Professor Hicks, the Revs. E. Senior and V. W. Pearson, Mr. H. J. Wilson, M.P., Dr. Sorby, Professor Williams, Mr. W. P. Turnbull, Mr. J. Newton Coombe, and Mrs. Woodhouse. Mrs. Henry and Miss Leader were re-elected Hon. Secretaries, and Mr. G. J. H. Lloyd was appointed a third Secretary. Professor Hicks was re-elected representative on the General Council; Mr. J. Newton Coombe and Mr. W. P. Turnbull were chosen as representatives of the Branch on the governing body of the University College. Mr. J. H. Morris was re-elected Treasurer, and the Council was constituted. The President regretted that the Committee of the City Council had withdrawn the grant alluded to in the report, and explained that the accounts of the Guild were a little misleading, showing as they did an apparent balance in hand which did not really exist. That, he believed, was the reason. The withdrawal did not, however, prejudice the Guild for the future, and he hoped and believed the grant might be renewed next year. At a later stage of the proceedings Dr. Wormell, of the Central Foundation School, London, and a member of the Royal Commission on Secondary Education, gave a lecture on "The recent Development of Public Opinion regarding Secondary Education." The lecture was very highly appreciated. Music was given at intervals, and refreshments were served.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—Presented by the Agent-General for New South Wales:—The *Wealth and Progress of New South Wales, 1895-6*, by T. A. Coghlan, Vol. II.

Presented by J. Russell, Esq.:—Twenty-third Annual Report of the Minister of State for Education in Japan.

Presented by Messrs. G. Bell & Sons:—The Works of Vergil,

with a Commentary by J. Conington and H. Nettleship; Vol. I, *Eclogues and Georgics*, fifth edition, revised by F. Haverfield.

Presented by Messrs. Blackie & Son:—A School History of English Literature, by Eliza Lee, Vol. II., Shakespeare to Dryden; Sight and Sound Primers, Infants' Second Reader; Layng's Arithmetic, with Examination Papers, Part II.

Presented by Messrs. W. & A. K. Johnston:—Through the British Empire in Ten Minutes (pamphlet); Johnston's Handbook, Africa.

Presented by Messrs. Macmillan & Co. (Ltd.):—Vergil's *Bucolics and Georgics*, with Introduction and Notes by T. E. Page; An Arithmetic for Schools, by S. L. Loney; Scenes of Child Life in Colloquial French, by Mrs. J. G. Frazer, illustrated by H. M. Brock (2 copies of each).

Presented by Messrs. Swan Sonnenschein & Co.:—A Fourth German Writer, by R. Gordon Routh (Parallel Series).

Presented by the University Correspondence College Press:—Plato: *Laches*, edited by F. G. Plaistowe and T. R. Mills; *Ovid: Metamorphoses*, Book XIV., edited by A. H. Allcroft and B. J. Hayes; *Livy*, Book IX., edited by W. J. Woodhouse.

Purchased:—Special Reports on Educational Subjects (second copy); Ten Brink's *Early English Literature*, Vol. II., translated by W. C. Robinson.

CORRESPONDENCE.

UNIFORMITY OF COUNTY COUNCIL REPORTS.

To the Editor of *The Journal of Education*.

SIR,—May the secretary of a humble and obscure Southern county be allowed to expostulate with the editor of your "Technical Education Notes" in respect of certain observations in your March issue upon the report of the Cumberland County Council. *En passant*, I may perhaps remind your contributor that there are such counties as Kent, Hampshire, Devon, and Somerset, which fondly believe that their exploits in the field of technical education are at least equal to that of any county situated north of the Humber, even though they do spend their surplus funds upon country grammar schools rather than upon the support of brass bands and village choirs. But that is another story. The object of this letter is to point out the folly of the "annual report" fetish, since it can neither be, in Cumberlandese, "an accurate record," nor, in the language of the "contemporary," "such as to enable one to readily comprehend the entire scheme," nor, in the words of your contributor, "intelligently designed."

As a preliminary it may be said that such a report cannot be up to date, and therefore, alike to the Council and to the public, must relate to events which have long lost their interest. The much-bepraised Cumberland report, for instance, which the general public obtain in February, 1898, covers a period ending in a few respects in August, 1897, but in many matters of importance relating to nothing which took place after May, or even April—in other words, nine months behind time.

Now this must always be so. The County Council financial year ends on March 31; it is not possible to get ready a complete statement of expenditure, with a budget, before May; yet these facts ought to be an essential item of an annual report. The continuation school year also ends about March, but the Government reports and grants cannot be obtained until August; if published *at once*, with all details and such valuable criticisms and comparisons as appear in the Cumberland report, they serve as a great guide and assistance to the schools reopening in September; but if held back till the following February they are worthless for these purposes. Again, the Science and Art year (as well as that for technology, manual, and domestic classes) ends in May, but the full reports, list of grants, and successes cannot be obtained in a complete form before the following January. If, however, the County Council (as in the West Riding) has an inspector of its own, his report should reach those classes and the public in the previous September. Once more, the year for all outdoor agricultural work ends in September, and valuations, records, and balance-sheets can conveniently be got out in November. Again, scholarship examinations take place in May, June, and July, and should be published with all details not later than the last-named month. The secondary school year also ends in July, and reports upon work done in these should be out in September. To sum up, the least number of complete annual records we

can permit must be four, appearing in January, May, August, and November, and each dealing with a separate group of subjects. No county, I admit, has yet attained to this counsel of perfection; but we can go further. The object of County reports is (1) for the information of the public as to what is going on, (2) for the improvement of the schools and classes, and (3), in some cases, to convince the Council as to the good of certain work or the utility of a certain policy. The bare record business—the digging up of dead bones—for posterity is the proper work of the National Association of Dean's Yard or of Mr. Sadler's Intelligence Department. There is no reason to doubt that they are quite competent to carry it out.

If one might be captious as to Cumberland, surely a report which devotes all its large type and most of its emphasis to the "forms in use," and makes no mention of Clause VII. in its notes on the "Directory," deals largely in "tithes of mint and anise and cummin."—I am, yours obediently,

A SOUTHERN SECRETARY.

SCIENCE IN THE OXFORD LOCAL EXAMINATIONS.

To the Editor of The Journal of Education.

SIR,—Out of the large number of candidates entered for the Oxford Preliminary Local Examination in 1896—two thousand in round numbers—only some fifty were entered for science, and these fifty all came from two schools. I have not seen the figures for last year. I believe the numbers given above are correct, or practically so, but I am not able now to refer to the actual returns. This small proportion—about one in forty taking science—cannot wholly be due to the want of science teaching in lower forms. From my own experience I should think it is chiefly owing to the narrow and difficult character of the syllabus issued by the Delegacy.

It may or may not be an educational mistake to prepare candidates of twelve to fourteen years for these Preliminary examinations, with their three classes of honours. At any rate, the examination is popular, and apparently supplies a want felt in many schools. I certainly do think that the science course for the Oxford Preliminary might be modified so as to be more in touch with the elementary science teaching usual in secondary schools.

As at present arranged, a pupil, to pass in science, must satisfy the examiners in elementary mechanics and mensuration, and either botany or sound, light, and heat (including reflecting and refracting telescopes, camera obscura, and elementary notions of vibrations and waves). Where both botany and mechanics (a rather bizarre association) are taken no great difficulty will be felt in following the syllabus. In schools with physical laboratories, the number of which is greatly increasing, mechanics and mensuration naturally form the commencement of the work, to be followed by experiments on heat, and possibly magnetism and electricity or elementary chemistry. To do more than a few extremely simple experiments in acoustics, and still more in optics, requires apparatus and appliances not to be found at present in many school lecture-rooms, much less in laboratories. Experiments on them are not included in such books as Gregory's or Worthington's "Practical Physics." The work in these subjects will then have to be done mainly from books, with the help, at best, of blackboard or other diagrams. And this in spite of the almost universal demand for more practical teaching in science.

There are two other ways of looking at the matter. First, the importance of the subjects themselves to the pupils. No one can take up any branch of physical science with profit unless he has had a preliminary training in mechanics, hydrostatics, and heat, but he can gain a good deal of proficiency without being seriously handicapped by ignorance of sound and light. In this respect magnetism and electricity deserve a prior place. The difficulty of the subjects, as well as their comparative importance, would relegate light and sound to a later stage of school life. That this is to some extent the view of the Oxford authorities is shown by their offering heat as a subject for Junior candidates, while optics is postponed till the Senior examination.

Secondly, suppose the candidate has passed the Preliminary stage, and desires to enter for the "Junior" examination. He will be able either to continue his work in heat and mechanics, which are here separate subjects, to take up chemistry, or to

go over the old ground again, only this time he has elementary chemistry to do instead of light and sound. These latter subjects disappear—sound entirely, and light until we reach the Senior examination. Were they added as a make-weight to the Preliminary?

The Oxford Local Examinations have to cater for a great variety of schools, but in this respect seemingly unnecessary obstacles are placed in the way of schools which are attempting to teach elementary science in a practical manner, rather than from books. There would appear to be no reason why the Preliminary science syllabus should not follow the lines of one of the recognized courses of elementary practical physics, or give that as an alternative. Considering the ages of the candidates, the present syllabus in mensuration, mechanics, and heat would be quite sufficient by itself; but very simple chemistry or magnetism and electricity would be far preferable to sound and light.

If other science teachers have experienced any difficulty in connexion with this matter, possibly a sufficient pressure could be put on the Delegacy to induce them to make some modification in the syllabus for next year.—I am, sir, yours faithfully,
SCIENCE.

THE DATIVE IN MODERN GREEK.

To the Editor of The Journal of Education.

SIR,—I have no wish to enter into discussion with Dr. Jannaris, any inclination I may have had in that direction having been dissipated by the tone of—to say the least—scant courtesy with which he has seen fit to uphold his views.

With the following additional remarks, therefore, as regards the statement that "the dative has disappeared in modern Greek," I address myself to those readers of the *Journal* who are interested to know what is the actual state of affairs as to this point in the contemporary language, considered as we should consider every other language in questions of this nature. And, in the first place, I maintain that (modern) Greek is no more (modern) Greek "as spoken by the uneducated masses" than English is English "as spoken by the uneducated masses"; and that by using the two terms as synonymous—which is done in such statements as: "the dative has disappeared in modern Greek," and "Greek has dropped the dative case long ago"—a false impression is conveyed of the actual state of affairs, and one which is likely to be very misleading to those who have not had the opportunity of studying the contemporary language in its own country. In affirming this it must be borne in mind that I am alluding to the *present* state of the language, which is considerably modified from that which prevailed thirty or forty years ago, and which promises a continued modification, as the elements of rehabilitation and order, daily asserting themselves with greater force, finally prevail over the dissolution and neglect from which the language has but recently emerged.

I maintain that a language is to be judged, not as it is used by the "uneducated masses," but as it is used by the *educated* "classes," the latter not being limited to an exclusive aristocracy of learned individuals, or literary pedants, or faddists. This being so, I consider that a very fair criterion of the usages of a language is to be found in the style of ordinarily educated persons, speaking and writing with more or less care and accuracy, as the case may be, and who, indeed, often, through the medium of the newspapers, address themselves to the "uneducated masses," for, as I before implied, the latter, in Greece, are much addicted to reading the newspapers. I think, for instance, that a fair test of any language is to be found nowadays in the speeches delivered by members in Parliament, and by judges and barristers in the courts of law, in sermons, and other public addresses.

As a closing argument, therefore, I would draw attention to a speech delivered in the *Boule* on the 4th inst. by M. Streit, Minister of Finance. In the newspaper report (just over three columns) of this speech, which I forward, you will see that I have underlined with red pencil no less than forty-six instances of the use of the dative case, from among which I may here quote the following:—*ἐν τῇ ἱστορίᾳ; ὠφέλιμος τῇ πολιτείᾳ; ἐπὶ τούτῳ; ἐπὶ τῇ βίᾳ; ἐν συγκρίσει πρὸς τοὺς ἔλεγον; προτάσει τῆς ἐπιτροπῆς; τοὺς ἐδῶσαν; ἐν τῷ νομοσχεδίῳ; τῇ παρακλήσει μου; ἐν περιπτώσει; καὶ τοὺς προσφέρωμεν.*

Finally, since, although I can claim considerable familiarity with modern Greek from prolonged and varied intercourse in

different parts of the country, during which I have always had the study of the language in view, I have not the prestige of nationality on my side in this question, I subjoin a translation of the opinion given me by a Greek barrister of the University of Athens, whom I have consulted on this point, and who says: "In the language of the common people the dative is not often used. But modern Greek is not only the language of the common people. Every language possesses a dialect, so to say, of the people, in which we do not expect to find grammatical accuracy; but we need not go to the language of professors at the University, or that of the pulpits or the secondary schools, for instances of the dative, for even in the ordinary law courts and in the primary schools we find the dative case is frequently used. And not only this, but we constantly meet with the dative in ordinary conversation. Thus, we most frequently hear such expressions as the following used:—*πες τὴν γνώμην σου παρρησία; τὸ εἶπε παρουσία τοῦ δεινός*; whilst the following are in constant use among the people:—*τοιούτῳ τρόπῳ; ἐν τῷ ἄμα; ἐν τούτοις; ἐν πρώτοις; ἐν πλήρει τάξει; ἐν ὀλίγοις; ἐπὶ συστάσει; ἐπὶ τῷ λόγῳ ὅτι; ἐπὶ ταύτῃ; χάριτι θεῖα; λόγῳ τιμῆς; πρὸς τούτοις; ἐν τῷ μέσῳ; παρ' ἡμῖν*; and *πρὸς τοῖς ἄλλοις*. We assert unhesitatingly that there is no modern Greek language from which the dative case has been eliminated.—A. M. Idroménos, δικηγόρος."

It seems a pity, when Greeks themselves hold the above opinion, for I could quote many others to the same effect, did space permit, that the English should have an erroneous, because one-sided, view of the (modern) Greek language.

Corfu, March 15.

MARY C. DAWES, M.A.

UPPINGHAMISHNESS.

To the Editor of The Journal of Education.

SIR,—The name of a boy in my school is entered at Uppingham. I have received from the Headmaster of Uppingham a circular, not a letter, by which I am informed that it would be a convenience if I would kindly supervise his entrance examination. Amongst other instructions I am enjoined to read carefully certain directions. I am not trusted to conduct the examination properly, but am required to sign a declaration, that (in view, I presume, of my burning anxiety to get a boy into Uppingham) I have not been dishonest in conducting the examination. Surely, if the headmasters of other schools, however insignificant, are asked to conduct entrance examinations for Uppingham, the request might be made otherwise than by a circular, and it might be courteously assumed that the examination would be honestly conducted. But, apart from other considerations, compliance with these orders from Uppingham (they can hardly be called requests) would involve either (a) that a boy should do his Uppingham entrance examination whilst the regular form-work is going on; or (b) that one of the masters should be told off to supervise his work for four and a half hours, the time allotted to the papers; or (c) that the boy should give up his ordinary school examinations, and possibly the chance of commendation, for the sake of the Uppingham entrance examination.—I am, yours aithfully,

HEADMASTER.

HOURS IN GIRLS' HIGH SCHOOLS.

To the Editor of The Journal of Education.

DEAR SIR,—None but the rashest would venture to criticize a change which had not been in existence long enough to show results and justify the formation of an opinion, and it is twenty-five years since I looked upon the morning hours at high schools as a novelty. If the morning hours were *all*, no one need fear them, but are they two-thirds of the day's work? I am not yet convinced that, during the winter months when there is so little sunshine, it would not be a great benefit to the girls to be out in the fresh air from twelve to one, and, again, that in the summer time they would not benefit by release from the schoolroom and from effort at the time of greatest heat. There are high schools and high schools, and no one can read Miss Sandford's excellent article in a recent publication, "Teaching and Organization," without feeling quite happy about the girls under her care; but the writer knows a high school where, in the summer examination, girls not over thirteen sit at a written examination for *four* hours without break. If Miss Sandford would send that high school a word of hearty remonstrance, many a poor child would be saved a week of suffering.—Yours very truly,

Crag Foot, Ben Rhydding.

EMILY MIALLE.

March 2, 1898.

PROFESSOR KNOTT'S "PHYSICS."

To the Editor of The Journal of Education.

SIR,—Your *Journal* contains an appreciative note on my book on "Physics." It is stated, however, that certain points, "such as critical

temperature, spheroidal state, &c., are quite ignored." As a matter of fact, I devote a whole section (pp. 231-4) to the important question of critical temperature. The reference will be found (under "Temperature, Critical") in the index, which the notice condemns as "not satisfactory." A little experience in the use of the index would soon show the reader the principle on which it is constructed. As a general rule, a subject is indexed under the noun, and not under the adjective, involved in its nomenclature. By this means a compact, and yet complete, index is secured. In a book on general physics of 630 pages, there cannot but be omissions. My aim was to write a sufficiently simple yet logically connected text-book of limited size. A striving after excessive detail would have rendered the book a mass of disconnected jottings, of no value as an educative manual, and of very doubtful value to the student "cramming" for an examination. Teachers will always differ in their opinion as to the relative importance of certain facts; but I trust I have omitted nothing of first-class importance to a student beginning the study of physics.

I am tempted to say something about the arrangement of the book, especially with regard to the "novel" position of light; but this would lead me too far. I may, however, be permitted to refer to the preface and introduction to Part II. for an indication of the reasons which induced me to depart somewhat from traditional lines.—I am, respectfully yours,

C. G. KNOTT.

Edinburgh University.

RUBBISH SHOT HERE!

To the Editor of The Journal of Education.

DEAR SIR,—As Hon. Librarian of the Teachers' Guild, I am anxious to make as complete a collection as possible of books bearing on the history of education in England. Thanks chiefly to the late Mr. Quick's efforts in this direction, and to Mrs. Quick's generosity, we already possess a valuable nucleus; but, as what little money the Guild can spare for library purposes is necessarily devoted to keeping our modern side up to date, the historical side grows but slowly, and, unless others will assist, will never become the unique collection I desire to make it.

I wish, therefore, to appeal for help—help not so much in money (though *that* is always welcome) as in books—books of any sort and of any date that bear, however remotely, upon the subject of education. From the bookshelves of my own friends and from the lumber-rooms of two or three country booksellers I have already rescued many volumes that fill an important place in my scheme, though regarded as mere rubbish by their owners. If others would follow this easy example, and send me the result, they would, I believe, be rendering a real service in a great cause.

I would especially appeal to local branches of the Teachers' Guild, to organize search-parties and make a systematic visitation of their districts. Of course there will be many duplicates, and amongst the so-called rubbish some real rubbish, but for the present, postponing discrimination till I have a much larger choice of material, I am ready to accept, and, if necessary, to pay carriage on, anything that may come to hand.

Further particulars, with pleasure, upon application. But I may, perhaps, emphasize the fact that *any* book, of *any* date, in *any* tongue, will be welcome—school text-books, dictionaries, periodicals, children's books, moral tales, pamphlets, articles, and bound sets of school magazines, no less than the writings and biographies of the great teachers.—Yours faithfully,

J. RUSSELL.

The Teachers' Guild, 74 Gower Street, W.C.

March, 1898.

THE PESTALOZZI SOCIETY.—At the annual meeting of the Society, held, by kind permission of the Council, at the offices of the Teachers' Guild, on March 14, Mr. A. Sonnenschein was elected President, and Miss M. Crombie and Mr. Ebenezer Cooke were re-elected Treasurer and Secretary respectively for the ensuing year. During the past twelve months the Society has been considering and discussing Letters 1-4 of "How Gertrude Teaches Her Children." Portions of the translation have been revised under the guidance of Mr. A. Sonnenschein and Fräulein Schapel, late of the Pestalozzi-Froebel House in Berlin. The discussion on the text was opened in each case by Mr. E. Cooke. Lectures have also been given by Miss Agnes Ward and Mr. J. Russell. A translation of the "Evening Hour of a Hermit" has been prepared by Mr. W. Bateson, of Cambridge, who will also translate the "Swan Song." During the ensuing year the Society will consider the remainder of "How Gertrude Teaches Her Children," and papers have been promised by Mr. A. Sonnenschein, Miss Franks, and Mr. M. E. Sadler. The aim of the Society is, besides studying the original works of Pestalozzi, to examine them in the light of the writings of later educators, and to study their bearing on the problems of teaching at the present time. Further information about the Society can be obtained from Mr. E. Cooke, 15 St. John's Road, Upper Holloway, N.

CONTENTS.

	PAGE
OCCASIONAL NOTES	267
TECHNICAL EDUCATION	271
CORRESPONDENCE	271
Phonetics Again; Phonetic Symbols and Plain English; A Roman Catholic University for Ireland; A New French Degree; The Dative in Modern Greek; International Correspondence in Schools; Training of Catholic Teachers; Ladies as Elementary School Teachers—Teachers' Hostel, Salisbury; Private Schoolishness v. Uppishness; Cambridge Junior Locals; A Correction; To our Reviewers—A Model or a Warning?	
ELEMENTARY SCHOOL TEACHING AS A PROFESSION FOR GENTLEWOMEN. By MRS. E. M. FIELD	279
REVIEWS AND MINOR NOTICES	281
Essays on Secondary Education (Cookson); Modern English Literature (Gosse); Notes on Greek and Latin Syntax (Green); The Odyssey of Homer (Cordery); Chambers's Algebra for Schools (Thomson); &c., &c.	
CALENDAR FOR MAY	287
THE PRIVATE SCHOOLS' ASSOCIATION	288
THE ANTWERP CONFERENCE ON COMMERCIAL EDUCATION	288
JOTTINGS	289
UNIVERSITIES AND SCHOOLS	291
PRIZE COMPETITIONS	294
CONFERENCE OF THE TEACHERS' GUILD AT ABERYSTWYTH	303
REPORT OF PROCEEDINGS OF THE TEACHERS' GUILD	312
COLONIAL AND FOREIGN NOTES	314

OCCASIONAL NOTES.

IF we had said that the present Government were unable or unwilling to carry any large and comprehensive educational reform, we should naturally have been suspected of Radical prejudice, and we thank Sir John Gorst for sparing us the risk of such aspersion, and blurting out in the House of Commons an unpleasant fact that most of us, whether Radical or Conservative, must for some time have suspected. The moral that the Vice-President draws is a sound one. We must postpone our Utopian schemes—a school under local representative management within reach of every English child, undenominational training colleges, a State-organized system of secondary education—and bend our energies to secure those minor reforms on which sensible men of all parties are agreed—the raising of the school age, the improvement of attendance, the training and registration of secondary teachers. We accept Sir John Gorst's counsel with one proviso. We must not acquiesce in any partial measure that, even if desirable in itself, will hinder or hamper the larger scheme for the realization of which we must bide our time. We must, for instance, resist the creation of secondary schools, or the enlargement of the power of County Councils, if teachers have no voice in their management and the central authority over them is the Science and Art Department.

THE new President's address at the Cheltenham meeting of the National Union of Teachers must have surprised most of those who heard or read him, and it came as a painful shock to the Conservative and Church press. It proves that Mr. Waddington is a true educator, though his lot happens to be cast in a Church school. There is no disputing his statistics, which established the fact that the voluntary pupil is worse housed, worse equipped, and worse taught than the Board pupil; and his testimony against dogmatic teaching, though it cannot be supported by figures, is equally convincing. We agree with the *School Guardian*, that Mr. Waddington's contention amounts virtually to a demand for the abolition of voluntary schools.

WE are not, however, prepared to go so far as Mr. Waddington, and should be very loth to see the whole burden of education thrown on Imperial taxation. His argument from the Army and Navy will not hold water. In a sense, education is as much a national concern as national defence. But, in the one sense, a centralized and uniform system is essential; in the other case, the more variety the better, provided there is an adequate safeguard against inefficiency. We may agree with Mr. Waddington that charity schools are an anachronism, and yet hold that schools should be under local management and, in part, supported by local rates.

WITH so strong a case, it is a pity that Mr. Waddington should have allowed his rhetoric to run away with his logic. Teachers in Church schools are underpaid compared with Board School teachers, and a far smaller proportion of them are certificated. It was not only unwise, but impolitic, for the Church of England to have excluded teachers from the governing bodies of voluntary associations. We grant it all. But it does not follow that voluntary teachers are a missionary band, giving their services at a nominal rate out of pure zeal for the cause, and virtually making an annual contribution of a million and a half to the school fund. There are in Church schools men of exceptional ability like Mr. Waddington, but the rank and file are there simply because they are not good enough to get a post in a Board school. It is the haggle of the market. Managers pay less and get an inferior article.

THE concluding portion of the address was devoted to the half-time system and the low age of school exemption, and here Mr. Waddington was both eloquent and logical. He tells us that only one-fourth of our scholars are over eleven years of age; that in 70 per cent. of the school districts total exemption is granted to a child of eleven on passing the fourth standard. And yet, eight years ago, at the Berlin Conference, England pledged herself to adopt twelve as the minimum limit of school age, and that pledge was signed by the present Vice-President of Council, and ratified by the present Prime Minister. The Dole to Church Schools Act has passed; a Bill for raising the age of compulsory attendance is not even in prospect. Mr. Waddington has some excuse for echoing Lucretius:

Tantum religio potuit suadere malorum.

LORD CROSS took the opportunity of the opening of the new Church schools at Penzance to criticize the address of the N.U.T. President. He was shocked and grieved to hear a Churchman and the master of a Church school complaining of the pushfulness of dogma in the province of primary education, and pronouncing, as a teacher, that the theologian blocked the way. In fact, Lord Cross's feelings were so strong that he almost forgot his manners when he accused Mr. Waddington of not knowing the difference between education and instruction—spoke of the N.U.T. as "this Teachers' Union, or whatever they call it." The rest of the speech was an enforcement of the axiom, which no one worth considering denies, that all sound education must be based on religion, with the corollary, which no one worth considering in his heart believes, that Church schools teach religion and Board schools do not. Thrown in as a make-weight was the fallacy which we are tired of exposing, that the increase of Church schools is a proof that the working man will have his children religiously taught. Finally, Lord Cross quoted the main doctrine of the Apostles' Creed as the irreducible minimum of dogma for a Church school. We would venture to ask Lord Cross whether he thinks the doctrine of the Incarnation

or the Sermon on the Mount the fitter food for an infant school.

THE Headmaster of the Bristol Grammar School (Mr. R. L. Leighton), in the last number of *Macmillan's*, discusses commercial education from the schoolmaster's point of view, and tells business men some home-truths, which, if they are wise, they will lay to heart. Briefly, his indictment is, that our English merchants neither know the meaning of education, nor attach any value to the finished product of the secondary school. They prefer the raw material—the lad of fifteen or sixteen who can write a decent hand and add up correctly three columns of figures. He tells us that, in the course of his headmastership, over a thousand boys have left his school to enter on some form of business life, and in no single case, to the best of his knowledge, has a boy been helped or hindered by his school record. And the obvious retort, that the fault is the schoolmaster's, who teaches useless subjects, is well met by the double rejoinder—first, that business men are all at loggerheads as to what useful knowledge they would have taught, and, secondly, that all subjects which act as a moral discipline and an intellectual gymnastic must sooner or later tell in a business career. Perhaps Mr. Leighton hardly recognizes sufficiently that there is need for a proper technical education to follow on the secondary school. If only English merchants would put their hands in their pockets, and, instead of offering paltry prizes and commercial certificates, would establish commercial schools like those at Lyons and Marseilles, and then offer adequate prospects to the best pupils in these schools, they would find themselves amply recompensed, and might have their pick of our best public-school boys, who now try for the Home or India Civil Service, and, if they fail, take refuge in the teaching profession, the Church, or the colonies.

DR. ISAMBARD OWEN'S presidential address delivered at Aberystwyth on the occasion of the Teachers' Guild Conference may well rank with the best presidential utterances at previous Conferences. The subject—"The University of Wales and its Educational Aspect"—is of special interest at this moment when the London University is still before Parliament. Dr. Owen not only traced in clear detail—as may be read in full on another page—the inner history of the rise and progress of University education in Wales, but he also treated with much insight the dual nature of University life. Wales is determined, as far as possible, to fulfil the double intention of a complete University. Provision must be made for, and encouragement given to, the pursuit of knowledge and to original research; while at the same time candidates for degrees must be taught, and properly taught. In German Universities it is perhaps fair to say that research comes before teaching. At Oxford and at Cambridge research is handed over to professors who do not teach. Tutors act as house-masters, and coaches prepare for the University examinations.

IN Wales, says Dr. Owen, it is hoped to combine the work of research with the work of teaching. A candidate may not present himself for examination unless the University is satisfied that he has been well taught. Teaching is an art, and must be learnt by the professor. Dr. Owen also announced that the M.A. degree would in future depend partly upon a thesis showing some independent line of study. But, if the working of higher education in Wales is of special interest to us just now, the organization of intermediate or secondary schools is no

less pressing. Wales has been experimenting on lines which England must eventually follow. There is nothing like studying the working of a scheme at the fountain-head. And the discussions and conversations, showing the weak as well as the strong points of the Welsh system, should prove fertile to those who journeyed to Aberystwyth. Small schools *versus* large is a burning topic in Wales, and our own County Councils are now dealing with the same difficulty. Miss Hughes would have many schools, and small ones, so long as the numbers do not fall below seventy or eighty.

IN Wales at the present moment there are schools that fall far below this minimum. They seem to us to be indefensible except on Dido's plea of *rerum novitas*. Every deserving child should be able to attend a secondary school; but such schools should not be needlessly multiplied. The real difficulty in a hilly country, like Wales, not over well provided with railways, is found in the scattered rural districts or in the very small towns. The remedy we would suggest is this. In cases where it is not possible to have more than, say, fifty pupils, the curriculum of the school should be strictly limited, and no attempt should be made to compete with large and well-equipped schools. But deserving pupils from such a school should be sent on by means of bursaries, carrying boarding expenses, to complete their school education in a larger town. The smaller schools, owing to difficulties of staff and equipment, must be content to take lower rank, and to send on their best pupils just as the elementary schools are asked to do. Still we would not let the comparative cheapness of large schools outweigh the value of the feeling aroused when each town has its own school.

THE dual schools naturally came in for discussion. Mr. Humphreys-Owen was strongly in their favour, and based his argument on the natural continuation of home life. Dr. Isambard Owen, more cautious, stated that these schools were on their trial, but that so far no difficulties had been met with. Miss Hughes is inclined to Utopianism, if the word may be allowed. Her desire that the headship of these schools should be open to men and women alike is certainly not within the range of practical politics; though one day we may, to use Miss Hughes' phrase, "become sufficiently civilized" for such a course. Again, it would be disastrous to make headmaster and headmistress independent of one another. For efficient working there must be one head, and, at present at all events, that head must be a man. Only one speaker raised any objection to dual schools: and these objections were not very definite. The speaker was a lady, and stated that she knew nothing about boys.

IT is a somewhat awkward matter to lecture on the training of the voice. But one must beware of judging of a system by its exponents. Mr. Macdonald gives the impression that he wishes to prove by his manner that speaking is no exertion to him—so little effort did he make that the audience could not always catch his words. Mrs. Behnke goes straight to the point, and all she says is inspired by a sense of duty. But professional voice-trainers cannot, even if they wished, give away their secrets in a lecture of half-an-hour. The subject is of great importance, it is true. The sufferings of children, condemned to listen for hours a day to a strained, grating, harsh, or irritable voice, are truly pathetic. And the consequent exhaustion of the teacher is no less lamentable. Yet while voice-trainers fail to agree upon any scientific basis for their rules there will always remain in the public mind a suspicion of empiricism. Some

speakers thought that still another subject was to be added to the time-table. But, of course, this is not so. Children are taught the art of reading, singing, and the like. Voice-training is, or ought to be, the science underlying the art of elocution, and as such is to be studied by the teacher and not taught to the pupil.

THE higher-grade school, said Mr. Waugh, contains all that is necessary for the matriculant in Wales or London. It is all nonsense, wrote Mr. Newton Coombe, to talk of higher-grade schools knocking at the doors of the Universities: they are *écoles primaires supérieures* or *professionnelles*. We leave it to some one else to reconcile the disputants. We have often stated in these columns what we deem the right position of the higher-grade school. Both papers were somewhat off the subject of discussion, which was "How far is it possible or desirable to coordinate County Councils with School Boards in the organization of Secondary Education?" Mr. Waugh and Mr. Coombe both regard the matter chiefly from the borough point of view. Here there is little difficulty, if any. The area of the county borough and the School Board are probably the same. It is both possible and desirable to coordinate the two; and steps have been already taken in many places towards this end. But in the administrative county the case is more complex. No one wishes to preserve the small School Boards, but so long as they exist in their hundreds, and so long as they continue isolated units and are not grouped according to counties, there is no machinery by which the two authorities can be coordinated.

THE only permanent solution of the problem will be a Bill framed on the lines of the Bill of 1896. In the meantime all the counties can do is to coopt on their Education Committees one or more men representing the School Board interest. No speaker was opposed to some sort of union between the two authorities. Mr. Waugh, indeed had worked out a scheme. By some curious method the discussion worked round to an attack upon South Kensington. But it really seems little more than the survival of a superstition to gibe at the work of this Department. So great has been its improvement of late years that something may fairly be hoped from it. Even if things come to the worst, the educational associations can in a few years train the Department at South Kensington to realize its duty, even as the Department at Whitehall has already been trained. The voice of the teacher, of the educational expert, is not now raised in the wilderness; but he is listened to and at least given an opportunity of proving his case. Something was said, and said bitterly, about administrative action forestalling legislation. But where is the harm, if the administrative action is on the lines of the legislation we desire? Associations of teachers are wide enough awake now to guard the interests of schools and scholars.

BOTH the openers of the next discussion were absent. Indeed, six out of fifteen openers failed to appear. This, coupled with the absence of about fifty members of the Council, was a little hard on those who were present. The discussion turned almost entirely on the age at which primary pupils who are going on to an intermediate or secondary school should leave the former. No one was found to defend the exploded idea that each higher type of school should fit on to the top of the one below. But it was pointed out with some truth that the elementary teacher is called upon to make a genuine sacrifice if his clever pupils are to leave him at the age of eleven or twelve. Miss Dobell, who had kindly prepared a paper at the last moment to fill

the place of the absentees, was sound and lucid in her exposition of the three classes of children who must all be equally cared for. The first go only to a primary school, the second only to an intermediate school, and the third class to both. A scheme must be devised by which each of the three classes gets a good education; and the first two must not be sacrificed to the third. It is clear that for a long while to come such a classification must be made. But in "democratic Wales" it may be that all children may pass through the primary school, before we in England are civilized enough for such a revolution. Parents who can afford to do better will not send their young children to be taught in classes of fifty or sixty.

IT was generally agreed that each grade of school must form a complete cycle in itself. Naturally, the speakers, who were teachers in secondary schools, wished to catch their pupils young. But experience seems to show that the difficulty of scholars of thirteen or fourteen from the elementary schools fitting in to the work of a secondary school has been greatly over-estimated. On the question of the correlation of studies, we do not know that the Conference shed any noticeable illumination. But the matter is of the greatest importance, and the efforts of those who are trying to arrive at satisfactory schemes deserve our gratitude. Child-study has become a familiar term. We all study children, and those who love them understand them best. This does not mean that the fond parent is the best authority on his child's mental powers. It means that the cool scientific investigator, who deliberately probes a young child's mind in order to see its workings, will probably be deceived for his pains. Let us beware of daily observations, note-books ruled in columns, and forms of questions addressed to a class of children such as: "Write down what you are most afraid of."

ON the subject of the relation of teacher and parent, Mr. Welldon contributed a paper which we summarize elsewhere. Mr. Simmons had something to say of practical interest. He would abolish all home-work as it now exists. And in this we would heartily agree, were it possible. In its place he would put other work, of a totally different character, and not entering into the school curriculum. Such work might be suggested by the teacher and carried out by the parent. Excellent! but, alas! Utopian. Where the children are well employed at home in interesting and congenial pursuits, encouraged and helped by parents, home-work may be safely abandoned. Nor do we believe the progress in school-work would be retarded. Rather it would be quickened. But, when it is a choice of getting into mischief and home-work, then we must, perforce, choose the latter. When we have studied the child thoroughly, and have thoroughly correlated his school-subjects, then we may extend the system of correlation to home-pursuits, and, by that time, no doubt, a race of parents will exist who understand their duties, and can justify their action by arguments based on the science of education. Utopia is hovering near, but it yet eludes our grasp.

AND the net result of the Conference? We cannot sum it up in a word or two. Two things stand out. Wales, long held up to us as a model of democratic and organized education, has been brought nearer. Perhaps something of the unselfish spirit of the Teachers' Guild has been left behind to help to leaven the danger of all democratic schemes of education—utilitarianism; for that the general spirit of the Guild is one of unselfish desire to find out what is best for the child, and to do it, may be

stated without fear of contradiction. It is this very spirit that gives rise to the criticism that the Guild is vague and uncertain in its teaching and in its policy. There was no question at Aberystwyth of pensions, higher salaries, safeguards against oppression, or the like, though these and many similar reforms are urgent. The whole tone of the debates was on higher lines than these. Vagueness and uncertainty there must be, because we are seeking to know, and we do not yet know. The pity is that when some hundreds of teachers are assembled in this spirit the natural leaders of the Guild should be conspicuously absent.

THE importance of very prompt and skilled attention to broken teeth, so common at school, is imperfectly realized by most schoolmasters. It is due to the modern development of ingenious methods of dealing with the accident, which depend, for their success, and also for causing but little suffering, on the quickness with which they are adopted. A chance incident has given us the opportunity of obtaining the following note on the subject from one of the most eminent dental surgeons in London; the authority of its advice is absolute.

Broken front teeth are not uncommon accidents amongst school-boys, and are usually the result of direct violence applied to them. Decayed teeth are, naturally, more liable to such accidents, and with them the violence applied need not be great. Considerable violence is required to break a sound and well-formed front tooth. Such a tooth will oftener be found dislocated from its socket than broken across. The treatment of broken teeth should always be immediate. Delay means the most intense suffering, if the nerve pulp of the tooth be exposed by the injury, and is dangerous to successful after-treatment on account of the opportunity it affords for the formation of abscess. An abscessed tooth is never so satisfactory a tooth for an artificial crown to be fixed to its root as one in which no such inflammatory condition has been allowed to occur. Prompt action in sending a boy, the subject of such an injury, home to his dentist is, therefore, required of his school-master on both humanitarian and expedient grounds.

THE pamphlet just issued by the Howard Association on "Juvenile Offenders" is anything but pleasant reading to those who rest in the easy belief that education can achieve all things for our young people. The Association has several times been asked to institute an inquiry amongst competent authorities as to the best methods of dealing with juvenile offenders. A letter of inquiry has been addressed to magistrates, heads of reformatories, and others, asking for their views on the results of commitment to reformatories, on whipping and fines as deterrents. Of the increase of street rowdyism, ruffianism, of even armed assaults and depredations by boys, there can be no doubt whatever. Mr. A. de Rutzen puts the matter in a nutshell when he points out that since 1880 there has been an objection to sending young criminals to prison, and that since then "practically nothing has been done, with the result that, in nine cases out of ten, children are entirely masters of the position." They commit offences with impunity; police and magistrates alike are powerless.

AS the law stands at present, juveniles may be birched up to the age of fourteen. It is instructive to note that, out of some thirty-six letters in reply to the circular of the Howard Association, some of them carefully considered and concise statements as to methods of dealing with juvenile offenders, about thirty favour whipping as "the best and, indeed, the only remedy," to use Sir James Reckitt's expression, for dealing with young ruffians. Several gentlemen advocate the raising of the age for birching from fourteen to sixteen, and, indeed, if the remedy is an "efficacious" one at the earlier age, "of great service," "most humane and speedy," "the most effectual deterrent," there seems no

good reason for depriving the community of so solid and inexpensive a comfort. The order of our streets must be maintained at any price; we cannot give the key of the streets to armed young roughs who are a terror to women and children. But we hardly think that the much-recommended whip is the be-all and end-all of the matter. The Howard Association itself points out several other methods of dealing with young offenders.

BRIEFLY, these are modifications in the law referring to reformatories and industrial schools, the enforcement of parental responsibility, the disarming of young roughs by legal enactment, the extension of the First Offenders Act, especially the appointment of probation officers to render it more efficient, and more effectual legislation against juvenile intemperance, which lies at the root of juvenile ruffianism. Amongst preventive influences we are told of missions, gymnasiums, evening continuation schools, and technical schools. For our own part, we look to an extension of the school age as the most hopeful means of checking this evil; in many London schools children pass their standards at twelve, and, since life in one or two rooms is mostly unendurable, the street is the playground, with its many evil influences for very young persons. Evening continuation schools might easily be made compulsory in certain cases, for, although the author of "Juvenile Offenders" points out that juvenile crime has increased with "an immense extension of the education of the intellect," we should like to remind him that we have barely scratched the surface yet. We have swept vast numbers into the schools, but have not yet made education wide enough, deep enough, or long enough.

THE forty-fifth Report of the Charity Commission again emphasizes the urgent necessity for legislation. New schemes (we read) are opposed on the ground that legislation is imminent, and the problem is hopelessly complicated for the Commissioners by "the multiplicity of the local authorities which have been endowed with statutory functions independent of each other in matters of secondary instruction." It is further pointed out that a central authority is needed, not for the purpose of fixing the curriculum of secondary schools, but in order to remedy evils "which have themselves been caused by legislation in the process of improving and promoting secondary instruction." The N.U.T. holds that higher-grade schools are truly democratic institutions, and that if they oust the obsolete endowed grammar schools no great harm is done. The Commissioners take a different and, withal, a more statesman-like view of this internecine rivalry:—

The evil of undue competition makes itself felt whenever the same sort of education is offered in a new institution at a cost to the parent lower than can be given in a public school already established. The injury to the existing institution may take the form of a reduction of numbers sufficient to necessitate its being closed. But there is a form of injury more subtle, and as mischievous, when schools are carried on under the stress of competition at a fee too low to pay the masters fair salaries, or to defray the expense of proper educational appliances.

WE learn with grave concern from the report of the Cambridge Syndicate for Local Examinations that, out of some thousands of candidates who were examined for the Junior Certificate, "few gave the right meanings of the plural forms of *aieul*." This is a serious charge, and we hope that teachers of French throughout the country will lay it to heart. The word *aieul*, with half-a-dozen other grammatical curiosities, stands in the fore-front of every French grammar that is written by an Englishman. Therefore, their importance cannot be doubted. As we have had the examiner with us for a long time, and as his ways are

well known, it is indeed amazing that any masters should have been caught napping. Some day, perhaps, the examiner will allow us to teach language. The same report also states that "a straight black line is not a recognized cartographic symbol for a mountain range."

WE hope that the Hull School Board, perhaps, the most sweating Board in England, will now turn over a new leaf, letting the time past suffice for evil-doing. With its clerical majority, it has for the last three years distinguished itself by excessive parsimony, visible in insufficient accommodation, overcrowding, a low standard of cleanliness, understaffing, deficient apparatus—the Hull Board needs Her Majesty's inspectors' orders to demand what teachers have asked in vain—bad sanitary arrangements, excessive use of pupil-teachers' services. With this bad record and uncomplimentary report of Her Majesty's inspector, the clerical majority proceed to the poll, announcing that the local precepts for the coming school-year were to be diminished from £33,000 to £27,000. To educationists there is something pitiful in this appeal to people's pockets—to starve the schools for the sake of a tax-payer's shilling. The result of the elections showed a tie—seven Progressives and seven Voluntarists were returned. The balance of power lies with a Labour candidate, Mr. Belt, who scored nearly 13,000 votes more than the next candidate, Dr. Lambert, the clerical ex-Chairman of the late Board. Mr. Belt's vote will be on the Progressive side.

TECHNICAL EDUCATION.

THE recognition of County and County Borough Councils under "Clause VII." of the "Science and Art Department's Directory" continues. According to the *Record of Technical and Secondary Education*, steps have already been taken in this direction by nineteen counties and four county boroughs, while fifteen of these authorities have been accepted by the Committee of Council. The extent of the administrative changes involved in the "recognition" cannot be forecast. The Department, it may be assumed, will not easily be induced to relinquish many of the vexatious details of its vexatious system. There is a regulation for everything, and everything must be on a separate "form." Unless, therefore, County Education Committees are prepared to become "managers" of the schools and classes within their area, and add very considerably to the burden of office routine—without the merit of relieving South Kensington—the best policy is probably that of having local committees of management in direct communication with the Department.

THE machinery of official routine at South Kensington is doubtless so elaborate and complex that any change would tend to destroy its efficiency. But methods and restrictions essential, perhaps, on the part of an authority in London attempting to keep a firm hand upon remote local committees—cease to be either reasonable or necessary when responsible local authorities have come into existence. A change—and a radical change—must come. Until it comes, Technical Education Committees will probably be well advised not to accept any arrangement which does not recognize them as competent authorities entitled to be entrusted with full responsibility and wide powers. Meanwhile, the one really important function to be exercised by Committees recognized under Clause VII. is that of regulating the establishment of new schools and classes.

Education, Secondary and Technical, a Weekly Journal of combined Educational Interests, makes an appropriate plea for the adoption of a principle "applicable to all schools alike" in the allocation of grants to secondary schools. Such aid, it is suggested, should be based "upon careful and somewhat delicate inquiries as to cost, upon an accurate weighing of educational values of curricula and school conditions and impartial estimate of efficiency, and upon a firm insistence on compliance with regulations authoritatively declared." This is very wise and very proper. But, because the Technical Educational Committees of County Councils have in some cases adopted "rough and ready" methods in aiding secondary schools, it is scarcely a reason for attempting to discredit the value of the work done in this direction. The local authorities, it is suggested, either fail to realize their task or shrink

from the magnitude of it. They are "regardless of professional advice, and heedless of great questions involved." Money is "doled" here and "lavished" there as if no application of principles were possible. "No fewer than sixteen counties and four county boroughs follow the indefensible system of paying schools on a system of capitation fees, with the result that the more a school needs the less it gets. Durham pays £1,312 under this head; Somerset, £1,367; Liverpool, £1,743.

How far this charge of incompetent administration is true may be gathered from a brief reference to official reports. The Technical Instruction Committee for the City of Liverpool (to take two counties mentioned), according to the sixth annual report, includes five members who are not councillors. Of the five, one is the Principal of University College; another represents the Liverpool Institute; and a third the Liverpool Council of Education. Six secondary schools—four boys' and two girls'—were aided by the Committee, and the boys' schools were examined by Mr. E. Pinches, B.A. Mr. Pinches' report shows that in most cases the schools are doing exceedingly good work, and bears testimony to the very marked progress which has been made in certain cases where weakness was shown on the last occasion. In Durham, the report of the Education Secretary for 1897 relates: "All secondary schools receiving aid out of county funds are required to furnish for approval, within three weeks after the commencement of each term, time-tables of their courses of study. These are regularly examined, and, if not satisfactory, a communication to that effect is sent to the school in question. . . . Were application made to the secondary schools to know whether they had or had not benefited, and that very materially, through coming under the County Council purview, there could be but one reply. Since 1892—the date when the county scheme took practical shape—the grammar schools of the county had been reorganized, and the non-endowed public secondary schools saved from extinction."

AND further: "Improved and increased staffs have been obtained by means of the £4,000 maintenance grants distributed during the five years, and new physical and chemical laboratories have been fitted up, towards which the County Council has provided up to March 31 last £1,455. 17s. 11d. The fees of numerous boys and girls have been paid by means of scholarships, the aggregate value of which during the five years amounted to £5,623."

AGAIN, in Somersetshire, the County Education Committee made grants to nine schools, and, while it is correct to say the capitation principle is in operation, it is important to observe that the minimum annual payment to a school is £100. In no cases are grants given without a very careful inquiry into the circumstances and educational status of the schools, and there is every reason to suppose, from the official report, that very satisfactory progress has been made. And an inquiry instituted in any county in England would show a similar result. With their limited powers and resources, County Councils have not perhaps, in all cases, followed a carefully considered policy; but, generally, there can be little doubt that, partial as its influence may have been, County Council aid to secondary schools has "made for progress." It will probably be found that these bodies have established satisfactory relations with governing bodies and headmasters, and have paved the way for a more complete scheme of organization.

FIRST IMPRESSIONS OF AUSTRALIA BY A NEW CHUM.

LAST year, at the great assembly of the representatives from the different regions of a vast and scattered Empire, England was brought into close touch with her Colonies; that contact, brief as it was, will prove, in spite of barriers of time and space, a more effectual cement in keeping together the hearts of the English and those of the inhabitants of Greater Britain than any legislature could devise. To the younger and rising generation of Australians this visit "Home" has been a revelation, and the cordial reception they have received in the Mother Country has awakened a fervent response in their hearts. "I needed no letters of introduction—the fact that I was an Australian was my best passport everywhere," said a young Victorian in describing his experiences in England in '97. Our true hold on our colonists consists, as Burke said more than a hundred years ago, speaking of our settlements in the Western Hemisphere, "in the close affection which grows from common names, from kindred blood and from equal protection; these are ties which, though light as air, are strong as links of iron." These words were spoken to unheeding ears, and the links of iron melted under the blasting heat of self-interest. We are never likely to have the opportunity or the inclination to repeat the mistake of 1775; we have learnt by too bitter experience what

the effect of such a mistake may be; and we are, let us hope, less actuated by sordid and self-interested motives in 1897 than our ancestors were at the close of the "prosaic" eighteenth century. But an analogous error we may and do make. This vast Southern Continent, with its magnificent resources, its limitless possibilities, is regarded by us still too much in the light of a refuge for the destitute and incompetent among our countrymen, or as a boundless treasury from which to draw wealth—and yet, here is a limitless field affording the labourer an opportunity to do his best work, and offering to the capitalist an investment which will render his resources a blessing to posterity. No one, recently arrived from home, can help contrasting the sunshine and space of the new country with the gloomy climate and limited area of the old, with its crowded sunless alleys, and squalid and sordid slums. To gaze across the vast tracts of unoccupied land from the summits of the Blue Mountains, is to see, in imagination, innumerable farms dotted over the landscape and the busy hum of workers breaking the silence of the Bush. For poverty here, even where it does exist, is not the hopeless grinding poverty that we see at home. A man who can run up a humpy of kerosene tins, or logs of wood, is monarch of all he surveys in the Bush, and, instead of the stifling air of an overcrowded town, he has around and above him the glorious stretching trees and foliage, and the brilliant light of a sub-tropical sun. It is the potential prosperity of the country, the great future that lies before it, which must inspire the new comer with some of that hopefulness which is such a prominent characteristic of the people themselves. Their minds seem full of futurity; and well they may be, with such a country and such powers. Dr. Arnold once said of his pupils that, if they became more self-reliant and more independent, he did not trouble himself if they became less teachable. The great outcry of educators here is that the Australians are lacking in reverence—that is to say, they are not inclined to give their deepest respect to all those ideas and persons they are called upon to regard as deserving of that feeling. To inspire and to profess such unreasoning reverence does no credit to teacher or to pupil, and, while a nation is yet young, it can only be expected to be capable of the earliest stage of reverence described by Goethe in his "Wilhelm Meister," a reverence for what is higher than itself. This it is indeed eminently capable of feeling, and it would be difficult to find a more impressionable or eager audience than an Australian one—when once it is convinced that the subject is deserving of reverent attention. As a proof of this assertion the following illustration may serve. The subject, here, which is said to inspire no interest, is the subject of history—as there are no historical monuments except of a recent date, and, therefore, the children do not live in a historical atmosphere as they do in the older European countries. Some young Australians, having received an elementary education at a public school, were invited to look through a collection of Arundel prints and photographs of pictures, consisting, for the most part, of copies of early Italian and Flemish masters. They observed every detail of the pictures with the greatest attention, spending at least a quarter of an hour over the examination of Van Eyck's "Adoration of the Lamb," drank in every word of the description, and asked very intelligent questions, showing that they had completely assimilated what they had learnt. This seems to show that, where the concrete illustration is supplied, the interest will not be lacking.

Hopefulness, as has been stated, is a striking characteristic of this people. Their faces are turned towards the future, and in most departments of life they show a readiness to try experiments and a contempt for precedent, which is certainly not characteristic of the old country. The tendency, however, in matters educational, is to place the instruction of the people entirely under State control, and the public schools of New South Wales are all Government concerns, with no local controlling bodies such as the School Boards at home, and are by far the most numerous attended educational institutions in the Colony. The male and female teachers for these schools, after five years of pupil-teacher apprenticeship, receive one year's training at a Government normal college, and are then equipped for their pedagogical career. Some years ago an attendance at the University lectures was included in the course, which was then a two years' one, and some of the students took their degrees. As the double strain of teaching and learning was found to be too much for the students, the

practice was discontinued and the course limited to one year. The pupils at the schools pay 3d. a week, and receive an education which resembles, in most respects, that given in our Board schools; unfortunately the classes, too, are almost as large as at home.

There are also superior public schools where both boys and girls do more advanced work in the ordinary subjects; and, in addition to this, the boys study Latin, mathematics, science, and drawing; and the girls, French, drawing, and sanitary science.

The most striking advantages of the public-school education are its cheapness (and hence its accessibility to all), the excellence of its buildings, the strictness of its discipline, and its thoroughness in elementary subjects. The system has, also, certain defects, the chief of these being its imitative character. It is modelled on the English Code, instead of being adapted to the needs of the people and the country in which it exists, and it does not show the same elasticity and progressive tendency as its model. The State may, and frequently does, give a groundwork of education or instruction for all classes, but it does not attempt to give higher education.

The private schools, naturally, find competition with the public schools difficult, as, however excellent their organization and teaching, the average Australian, as the average English parent, is naturally desirous of educating his children as cheaply as possible. Yet the difficulties that the private schools have to encounter are not wholly the result of the existence of the public school system. There is no attempt, as in Germany on the part of the Government, by a rigid system of inspection, to crush the private schools out of existence. Here, in New South Wales, there is no sort of check on the establishment of a school in any district by a totally unqualified person in an utterly unsanitary house; the "unchartered freedom" of all destitute of resources to start schools as a last resource is even greater than in England.

The Teachers' Association of New South Wales has set itself the task of endeavouring to remedy the existing condition of things in the private schools. This Association, which numbers among its members the leading Professors at the University, is anxious to increase the interest in educational questions by affording opportunities for their free discussion, and to improve the position of teachers by raising the standard of their efficiency. For this purpose the Association has started a Central Registry for teachers, at the office of which details as to qualifications and salaries may be ascertained; it has also declared itself in favour of the professional training of teachers, and has elected a training Board, which has provided lectures and an examination for the kindergarten students, and has now given its name in favour of a wider scheme which will support teachers of all ranks.

It will be seen from this paper that there is much to appreciate, if there is, as is natural, something to condemn, in the existing condition of education. Much has been accomplished by self-denying effort, and it does seem incumbent on us all to help forward these efforts, which may have such far-reaching results. If more men and women would come out here, not actuated by the sole object of making a livelihood, but with the desire of establishing a really sound system of generous education, they would find a magnificent field for their labours. They would have their reward in opening out the delights of learning to eager and appreciative minds, and in their helping to promote the real unity of the Empire.

MARGARET HODGE.

CORRESPONDENCE.

PHONETICS AGAIN.

To the Editor of The Journal of Education.

SIR,—The letter of Mr. Beresford Webb gives gratifying evidence that the thought of improved phonetic teaching is fermenting in the minds of the teaching profession, but it shows at the same time, and in the most literal sense, that the A B C of the question is not yet a matter of common knowledge amongst them. There are some signs of a deplorable division into insularists and internationalists, which I am persuaded is founded upon misconceptions, and will never attain to any further growth if these misconceptions are carefully dealt with, and promptly.

I desire in this letter to consider the alphabet of the Association Phonétique from the insular point of view, and to ask objectors whether, from that point of view, anything much better can be constructed. It may conciliate British patriotism to remember that the so-called international alphabet had its origin in England. Nine-tenths of it is simply the Broad Romic of Dr. Sweet. The other tenth has been since added in response to the practical needs of a society which takes all language, or, at least, all pronunciation, to be its province. Starting from our ordinary stock of twenty-six Roman signs, the society has simply applied to those letters the principle which must underlie every truly scientific alphabet, namely, that every simple sound must have but one symbol, and every symbol but one sound. Observe the result: Fifteen sounds, *b, d, f, h, k, l, m, n, p, r, s, t, v, w, z*, retain their usual values; but they are forbidden to mean anything else. It is no longer possible for *s* to mean *z*, *n* to mean *ng*, *ti* to mean *sh*, and *h* or *l* to mean nothing at all. Of the rest, seven more, *a, e, i, o, u, j, g*, are simply restored to their Latin values—values already known to every schoolmaster and to most schoolboys. When this is done, the other four, *c, q, x*, and *y*, are found to have been superseded, namely, *c* by *k* or *s*; *qu* by *k* or *kw*; *x* by *z* or *ks*; and *y* by *j* or *ai* or *i*. These spare symbols are taken and used for other sounds, but, as none of them are English, they need not concern us here. It is better for us that they are discarded.

Still, there are many sounds in the language thus left without a symbol. How are we to provide for these? Mr. Webb suggests a plentiful use of diacritics. But the principle that a double sign should not be used for a simple meaning applies here with equal force. The German *æ* is not much improved by being written *ä*; it still calls up primarily the sound *a*, which it does not mean, and proceeds to give a direction to "modify" this sound, *i.e.*, to change it into something else. And who that has used Walker's *a', a'', a'''* is not ready to call down fire from heaven upon such abominations? The truth is that the English influence in the Association Phonétique has been consistently used towards the abolition of diacritics, and has notably triumphed in a society whose members mostly use numerous diacritics in their native languages.

For English, only three diacritics are needed, two of which are needed everywhere. The first is for length, and is placed *after* the sound to be prolonged, like the dot in music, save that it is made a double dot (:), to avoid confusion with the period. Confusion with the colon is avoided by substituting the semicolon.

The second diacritic is for accent, and consists of the usual sign (') placed in its logical position *before* the syllable which it directs to be stressed. But, for English, simplification is here possible. As a rule, English accent falls on the first syllable, and, in English texts, it is only necessary to mark accent when it does not fall there. In French texts it need not be marked at all, because the accent is always on the last.

The third diacritic which we need for English is (˘) an angular sign, a rudiment of *r*, to qualify the vowels usually spelled *ar, or*, &c.; which, outside London and the home counties, are rarely identical with *a, aw*, &c., but have what is called a coronal (tongue-tip) modification.

But, resuming our search for alphabetic signs to represent those English sounds which still remain unrepresented, the international scheme presents us at once with *ten*, having each the inestimable merit that it suggests its own meaning at sight. These are:—

- ŋ for the *ng* in *sing*, or *n* in *ink*.
- ʌ (inverted *r*) for the untrilled value, the usual conversational value when adjacent to *t, d, n, s, z, l*.
- θ for *th* in *thin*.
- ð (the Anglo-Saxon sign) for *th* in *then*.
- ʃ (the old-fashioned long *s*) for *sh*.
- ʒ for *z* in *azure*, or *si* in vision; thus getting rid of the objectionable double signs *sh* and *zh*, for sounds which have nothing to do with *h* whatever, yet still suggesting a real relationship to *s* and *z*.
- ɑ for *a* in *man*, to distinguish it from *a* in *father*.
- ɔ (inverted *c*) for *o* in *col*, or, in long form, *au* in *caught*; suggesting by its form a sound more open than *o*.
- ε (*epsilon*) short in *bed*, long in *Mary*, suggesting by its form a sound more open than *e*.
- ʌ (inverted *v*) for *u* in *but*, a sound unknown to Latin, and, therefore, unrepresented in the Roman alphabet.

But even the last sign has its reason. The sound is the least articulate of all the vowels. It occurs as an interjection, when an emission of voice is prompted so suddenly that the organs have no time to shape themselves for any definite sound. Sweet called it "unmodified voice." Hence the *v*.

Compound sounds give no trouble when we already have signs for each element of the compound; *I, how, boy, gin, judge, chick*, write themselves at once *ai, hau, boi, dʒin, dʒadʒ, tʃik*. Parenthetically, I may say that here in the North we do not possess the same ardent admiration of diphthongs as our Southern friends. We are content to say "*hi: hu: no:z*" (he who knows) like our fathers did, and to leave the new-fangled "*hij huw nowz*" to those who like it.

Another merit of the international scheme of transcription is that it pretends to no finality, and that it is sufficiently elastic to provide for national needs. It has grown by tentative steps, and is still growing. The advantage of a tentative procedure in the present stage of the question is that steps which turn out to have been mistaken can be retraced; and I fervently hope that this tentative stage may not be unduly shortened. I do not think English reformers have yet considered sufficiently what will be the *vis inertiae* of any system when once it has gained expression in numerous founts of type and a secure support in the prejudices of those who have become used to it.

It is probable that nine-tenths, or more, of the international system will, in any case, commend itself, by sheer force of logic, for adoption here. Why not adopt the rest? Why not co-operate in developing any signs which we feel still to be wanted? There is good work here to be done, as I will proceed to show. The international system is deficient in the representation of those obscure vowels which are so frequent in English unaccented syllables. In addition to *ʌ*, already mentioned, it provides only *ɔ* (inverted *e*), to represent equally the obscured vowel conversationally heard in *enough, about, and oblige*. But these three vowels are all somewhat unlike in sound; and they are widely unlike in articulation. Hence, in a little work on English phonetics which is now in the press, I have introduced, with the approval of M. Passy and Professor Vietor, two additional symbols here, *ɐ* and *ʊ* (inverted *a* and *o*). The three now suggest quite naturally a spoiled *e*, a spoiled *a*, and a spoiled *o*, which is, practically, just what they are. It remains to be seen how this innovation will be received. Meantime, other points worthy of debate remain. Is the English *wh* to be represented as a simple sound, in which case the international scheme offers the symbol *ɹ* (inverted *w*), or, rather, as a compound, *hw*? Ought the ordinary symbol *i* to be used for English short *i* (in *fill*, &c.), or ought its special timbre to be in some way indicated, *e.g.*, by inversion? It is, in some sense, a "spoiled" *i*, seeing that, even from the purely English point of view, it is not the correct short of *i* in *marine, feel*, &c. Is it worth while, again, to indicate in our signs the difference between the "dorsal" French types of *t, d, n*, and *l*, and our own "coronal" types, or can this be imparted better by the teacher only?

It is feared that the possession of two symbols for the same word may sometimes lead to bad spelling. No doubt it will, and, within reasonable limits, I hope it may. Such a result might, at least, lessen our national dread of that wooden fetish, the spelling-book. It would probably mean speedy reform of all our most outrageous spellings, and millions of hours annually diverted from the merest drudgery to some profitable work.

The thing which would bring the question here dealt with most rapidly to ripeness would be some attempt by those who desire to use what they call "English symbols only" to formulate a system of their own. Mr. Webb makes a very small beginning; he takes the three words *phonetic, phonétique, and phonetisch*, and in "English symbols" they come out as *fonetik, fonetick, and fonaytish*. The international transcriptions would be *fɒ'netik, fɒneti:k, and fɒn'e:tɪʃ*; and the sounds represented thereby would be given back by members of any of the score of nationalities comprised in the Association without inconvenient variation; but what any of them would make of Mr. Webb's all-British symbols one is grieved even to conjecture. Our ancestors were sensible men, and when they wrote *ay* they meant it (*a+y*), and when they wrote *ee* they meant long *e*, in the then current values. But we do nothing of the kind. We want *ay* to stand for something which its separate symbols do not at all express, and *ee* for something far away from its original and natural meaning. I do not think the partizans of an insular system quite realize yet the nature of the task which

they have cut out for themselves. But they have had fore-runners; and, if they are still unconverted by my preaching, they may, perhaps, be alarmed into penitence by some frightful examples. There are two weekly papers already published in England, of apparently considerable circulation, which have developed a full system of all-British transcription. They have been at work for some time in competition with each other, and it is, therefore, probable that their efforts now represent something near the perfection of anything that can be accomplished on that basis. These are Pitman's *French Weekly* and Hugo's *French Journal*; they can be had at the railway book-stalls anywhere. I take two examples each from the current issues of Hugo and Pitman respectively (February 5)—

Il^s parlent français et allemand.
il pah^l frahng-say eh ah-ler-mahng.
Ces demoiselles chantent-elles?
say der-mo'ah-zell shahng-ter-l'el?
Avez-vous autant d'or que d'argent?
Avvay-voo zohthahng dorr kur darzhahng?
N'avez-vous pas honte de votre conduite?
Navvay-voo pah horngt dur votr' korngdweet?

—and I pause for a reply.—Yours, &c., R. J. LLOYD.

PHONETIC SYMBOLS AND PLAIN ENGLISH.

To the Editor of The Journal of Education.

SIR,—In an article entitled "Phonetics and the Comic Papers," which appeared in your February issue, reference is made to a letter of mine which you were so kind as to publish in October last, where I incidentally alluded to my own practice in teaching the pronunciation of French. The writer of the article speaks of the system of "phonetic representations in plain English" (quoting from my letter); but, not possessing any precise information about the nature of the system, he goes wrong in his estimate of what such a description "must mean if it means anything"; and so he misrepresents my views and my practice. I beg that you will allow me to set things right by explaining what the system really is.

Suppose we wish to explain the pronunciation of the French word *aide*, which in school French is pronounced exactly like its English equivalent. A great deal of help may be given by the simple formula *edd*, which tells its own tale at once in "plain English," and requires no previous explanation of the value of the symbols employed. I need not argue the question whether the description *edd* for *aide* is or is not minutely correct; but this I boldly affirm—that it dispels an important misconception in the pupil's mind about the value of *ai* in the body of a French word, and that, if school French had no greater defect than that of pronouncing *aide* as *edd*, we should have ground to be thankful indeed.

I should not assert that every French syllable is capable of being accurately described on paper in plain English symbols; but, nevertheless, I hold that these symbols may be made the basis of correct teaching, even in the more difficult cases. For instance, I allow that *feu* and *fut* are not accurately described by *fur* and *fee*, but these representations may still be successful if accompanied with proper instruction. Thus, when an attempt is made to pronounce *fur* and *fee* with a certain position of the lips which modifies the result of the effort (lips protuded and rounded), the effect produced is very satisfactory for *feu* and *fut* respectively. Nor does the plain English system exclude the use of extra marks or signals attached to a formula as a reminder of the directions given. A small ring (°) attached to *fur* is very suggestive of the instruction: "Lips protuded and rounded." If my critic maintains that I had no business to apply the designation "plain English" to such representations of sound, I am unable to agree with him. When we contrast the plain English *fur*° with the phonetician's symbol *fu*, the justice of the designation is self-evident. At any rate, I feel at a loss to describe the system more faithfully in a single phrase.

It is a point very important to bear in mind that, though the phonetic sign *fu* for *feu* may symbolize to the phonetician the sound in question, yet it conveys to the schoolboy by its own nature not the smallest suggestion of how to pronounce the word. If it is urged as a motive for adopting phonetic orthography that the schoolboy who reads *feu* in his book goes home to do his preparation and forgets how his master pronounced

the word, then I would ask how will the future schoolboy, who learns phonetic French, remember how his master pronounced the phonetic *fu*?

Lastly, I wish to add that the system I advocate is not a mere conception of what ought to answer; by the use of it I have completely transformed the pronunciation not only of young pupils, but also of grown-up teachers in whom the habits of school French had taken deep root.—I am, Sir, yours obediently,

E. ALDRED WILLIAMS.

A ROMAN CATHOLIC UNIVERSITY FOR IRELAND.

To the Editor of The Journal of Education.

SIR,—There is something to be said against a Catholic University in Ireland, even if Catholics were to pay for it. I note that both the contributions which the *Journal* has made to the subject appear to take for granted that such a University should be endowed out of the Imperial taxation. Both Catholics and Free Churchmen are Dissenters. I would point out that the policy of the Free Churches in Britain has been to force the doors of existing Universities as leading to greater breadth and tolerance, and to see to it that new Universities and colleges of University rank are open to all without distinction of religion or sex. This has also been the Catholic policy in England—at least, of late years. In the past Ireland has been a deeply injured country. A sectarian University would simply be one more injury—another line of separation in a land where we need to heal wounds and fill up breaches.

May I point out that Maynooth, the Roman Catholic College for seven hundred priests, has a capitalized endowment of £500,000 granted by Parliament. When the Queen's Colleges were formed into the Queen's University in 1849, Parliament withdrew the grants to the Presbyterian Theological College, but left that of Maynooth.

I am aware that the late Established Church of Ireland enjoyed at least £600,000 as its yearly revenue. As Burke observed: "Few are the partisans of departed tyranny"; and it only eases just persons a very little to style that Establishment an infamous and unparalleled piece of tyranny. But nations cannot make restitution for past evil-doing by committing more folly. The day for founding sectarian Universities is over; it only remains to push open all doors.

I am one of those who attribute the present demand to the influence of the higher Catholic clergy. Left to themselves, I am persuaded that the Irish people would follow the example of the Dissenters in England, and use existing institutions.

FREE CHURCHMAN.

P.S.—I believe I am right in saying that the alteration in the English Catholic policy towards the English Universities dates about two years back. The Pope banned Oxford and Cambridge, and, just as Catholics regarded education or the Pope as most important, they disobeyed or obeyed—frequently the former. But even Popes have to yield to the *Zeitgeist*, and Leo XIII. did so in 1895 or 1896. Education for Catholics at Oxford or Cambridge is now permitted.

A NEW FRENCH DEGREE.

To the Editor of The Journal of Education.

DEAR SIR,—I beg to call your attention to the decision of the Council of the University of Paris, dated April 1, 1898, instituting the degree of Doctor of the University of Paris (not to be confused with the degrees of Dr. ès Lettres, Dr. ès Sciences, &c., which are granted by the State only). For the sake of brevity, I only enclose that part of the regulations which deals with the Faculty of Arts, but it must be understood that the new degree (like the German Ph.D.) is of an eclectic, not of a special, nature, and will be granted to students of science and medicine on similar conditions (*i.e.*, the composition of a thesis embodying original research).

The ordinary State degrees have always been, and still remain, practically beyond the reach of foreigners, the Government requiring all students, without distinction, to pass the various preliminary examinations, a process which involves a considerable loss of time. Such a restriction does not exist for the obtaining of the new degree, the regulations for which have been framed with due regard to the needs of foreign students

The "Doctorat" will, it is hoped, be of special value to teachers and students of modern languages and philology, and be sought by them as a fitting crown to their English University career. I shall be greatly obliged if you will kindly give to this communication all the publicity which lies in your power.—Thanking you in anticipation, I beg to remain, Yours faithfully,

Taylor Institution, Oxford. H. E. BERTHON,

April 25, 1898. Taylorian Teacher of French in the University of Oxford.

LE CONSEIL DE L'UNIVERSITÉ DE PARIS.

VU L'ARTICLE 15 DU DÉCRET DU 21 JUILLET 1897, &c., &c.

Délibère :

ART. 1. Il est institué un Doctorat de l'Université de Paris . . .

ART. 5. A la Faculté des Lettres, les aspirants doivent, si ils sont étrangers, présenter des attestations d'études de la valeur desquelles la Faculté est juge.

La durée de la scolarité est de quatre semestres au moins.

Elle peut être accomplie soit à la Faculté, soit dans un des grands établissements scientifiques de Paris.

La durée peut en être abrégée par décision de la Faculté.

Les épreuves comprennent : (1) la soutenance d'une thèse, écrite en français ou en latin ; (2) des interrogations sur des questions choisies par le candidat et agréées par la Faculté.

THE DATIVE IN MODERN GREEK.

To the Editor of *The Journal of Education*.

SIR,—If I make a fresh appeal to your courtesy for more space in the *Journal of Education*, it is with no intention of prolonging the controversy between Miss Mary C. Dawes, M.A., and myself, but in the sincere hope of closing the subject. It will be remembered by those of your readers, if any, who have followed this correspondence, that your reviewer of my "Historical Greek Grammar" stated on my authority that the dative case has been dropped in modern Greek—modern Greek as handed down to us through bygone times, and as spoken by the uneducated people of to-day. Miss Dawes then wrote in the February number "to refute the correctness of the statement," and "to convince English scholars and students that the dative is by no means lost to contemporary Greek." To this end she adduced from Greek newspapers proofs of the practice in them of the dative case. I replied in the March number that the journalistic and literary or cultivated Greek is no criterion as to the survival of the dative case, and that modern Greek, as spoken by the uneducated masses (that is, as current in popular speech) affords *not one* instance of the dative, unless we count as such a very few crystallized adverbial expressions due to the influence of the Greek Church. Now Miss Dawes again retorts in the current (April) number, and this time she strives to prove her case by adducing testimonials from a solicitor! This is really embarrassing, and the almost pathetic complaint about "scant courtesy" on my part, even if it were founded, is no argument, unless she expects scholars of the ruder sex to treat historical and scientific subjects on the principle of *Place aux dames*! If Miss Dawes, whose sound knowledge of classical Greek no one will dispute, wishes to convince herself as to whether the dative case really survives or not in modern Greek, the best and most authoritative way would be not to appeal to the testimony of solicitors—the class of Greeks least qualified to pronounce on the history of the language—but to apply to specialists, such as Professor G. Hatzidakis, or, better still, to peruse the folk-songs of the last two hundred years, as collected and edited by Passow and Aravantinos (Continental Greece, Epiros, &c.), by Sakellarios (Cyprus), and by myself (Crete). If she adduces from these or other similar sources *one* instance of the dative case, I shall have no hesitation in making due apologies to her.

However, it would be unfair on my part to conclude here without taking notice of the fact that Miss Dawes has shifted her position, inasmuch as she now restricts herself "to the *present* state of the language, which is considerably modified from that which prevailed thirty or forty years ago." This admission is gratifying and does honour to the writer. On this point, too, I entirely agree with her. Modern Greek, as now written, and even spoken, in elevated and formal style, uses very often the dative; but then we must remember that this dative is not an ancient relic—a direct and lineal descendant of the classical dative—but marks a *revival* of the ancient usage. In a similar manner, we Greeks often write, and even

say (by way of archaism or revival), *οἱ γάμοι τελεσθήσονται* (or *τοῖς γάμοις τελεσθησομένοις*), *ἡ δημοκρατία γενήσεται*, *οἱ βουλόμενοι προσελθίωσαν*, *οὕτως εἰπεῖν*, *ὃ μὴ γένοιτο*, &c., but no scholar will even maintain that modern Greek speech still preserves the (simple) future, the third person imperative, the optative, or the infinitive of classical Greek.

Miss Dawes is further perfectly right in holding that a language is to be judged not only as it is used by the uneducated masses, but also as it is used by the educated classes. Accordingly, the literary and journalistic Greek of to-day—an artificial form of language dictated by practical needs and rightly adopted by the Greek nation—though offering little or no historical interest for us now, is, in all other respects, just as much entitled to consideration as modern English, which is practically literary English, inasmuch as it owes its present form to the influence of printed books and newspapers. It is, therefore, almost amusing to see sometimes foreign scholars, who are familiar only with Homer and the narrow Greek of 500–350 B.C. taught at school, assuming the part of censors—analogueous to that of the ancient Atticists—and branding contemporary or living Greek as a barbarous jargon; or, after paying a flying visit to Greece, even dogmatizing as to what form of language the Greeks of to-day ought to adopt in their public and private life.

A. N. JANNARIS.

The University, St. Andrews, N.B.

To the Editor of *The Journal of Education*.

SIR,—I confess to some surprise at reading a letter on Modern Greek in your current issue, because I thought the question had been settled long ago. But apparently there are still those who think that, because the dative case occurs in Greek newspapers, therefore it is a part of the modern Greek language. I know that many Greeks hold that opinion; but it is demonstrably false, because the newspaper Greek is an artificial dialect—a jargon, in fact, being a mixture of forms that have not been used for centuries, and French idioms, with a large proportion of the genuine national speech. It is not allowable to cite parallels from other countries, because there is no parallel. There is no other instance, so far as we know, of a nation young for the second time, but taking its ideals from a period two thousand years old, and, with these ideals, attempting artificially to revive the speech of that period. It is as if we had been enslaved and oppressed for centuries since the Norman Conquest; the invaders at last driven forth; and then as if we attempted to garnish our plain English with Anglo-Saxon inflexions. The Greeks are inordinately proud of their past, and some (as I have said) do maintain that the old inflexions can be called part of the living language; but I entirely deny that on this matter a Greek has more right to be heard than an Englishman who knows the facts. The facts are these. There are two languages in Greece—a so-called literary language and a popular language. The literary language is unintelligible to an unlettered peasant, not because the ideas are above him, but because some words and many inflexions he never in his life heard of. He has his own words and syntax to express the same ideas, and those are the genuine Greek language. The professors and lawyers quoted with such gusto leave their dative case behind them in Athens, and talk Greek in the country, simply because their jargon would be understood by no one but the clique that made it.

What we must hope is that some genius may arise who will do for Greek what Dante did for Italian. The same contempt was in Dante's day felt for the vulgar speech as many feel for the popular Greek; yet Italian was proved capable of being used to fine purpose. Greek is even more capable of being so used; for it is very flexible, has unlimited capacity for compounds, and is pleasant to the ear. The most successful Greek writers are those who have used this popular speech, and developed it on its own proper lines. A great poet, or an Authorised Version of the Scriptures, may yet make Greek a fine language; but it is idle to expect any such effect from speaking of *κρασί* as *ολίος*, or resuscitating the dative case.—Yours faithfully,

Rugby, April 7, 1898.

W. H. D. ROUSE.

[We cannot admit more letters on this subject.—ED.]

INTERNATIONAL CORRESPONDENCE IN SCHOOLS.

To the Editor of *The Journal of Education*.

SIR,—Professor Dr. K. A. Martin-Hartmann, the secretary of the Deutsche Centralstelle für internationalen Briefwechsel in Leipzig, has asked me to bring this important matter before your readers. He has recently issued two hundred copies of a circular giving full instructions and particulars to headmistresses and head-teachers of German in this country, but has only received two replies! This is much to be regretted, as I can testify from personal experience with my pupils that correspondence with German pupils is an excellent help and stimulus in the teaching of German. Our girls have taken up the matter most enthusiastically, and

are eagerly looking forward to their monthly letters. Of course, the correspondence must be under the superintendence of the respective teachers—without, however, assuming the shape of help and correction. Pupils should be told to use the dictionary as little as possible, and rather to construct their sentences from the stock of words in their possession; part of the letter to be written in German and part in English, the same being done by the German pupils. The correspondence gives a healthy interchange of views on school matters, customs of the countries, descriptions of towns and places, which cannot but be useful and helpful to the young correspondents. Particularly in the domain of idioms have I found the correspondence of great help, and the idiomatic mistakes made by the German pupils are in themselves a good lesson. For instance, a German girl wrote that “it made her great pleasure to receive a letter”; now this at once taught the receiver of the letter that the German idiom is “Vergnügen machen,” and not “Vergnügen geben”—“give pleasure”—and this idiom is certain not to be forgotten again. I could give dozens of similar examples. The young correspondents will also be very anxious to do their very best, for fear of causing ridicule by using wrong words or constructions, and will thereby be much improved in their ordinary school compositions. As one letter a month only from either side is demanded, it cannot be said to be a great tax on the pupils' time.

The international correspondence is getting a firm hold in most Continental countries, and the following statistics will, no doubt, be interesting to your readers. Since the formation of this Association in March, 1897, two thousand addresses have been issued among pupils by the Association alone in German schools, distributed as follows:—105 French high schools, 92 German, and 26 English; of which the girls' schools stand as follows:—9 in France, 18 in Germany, and 13 in England. Professor Mieille, of Tarbes, reports that five thousand addresses have been distributed in France with English correspondents. But, strange to say, the correspondence between this country and Germany does not seem to make much progress. Perhaps some of your readers may be able to explain this.

Professor Hartmann, Leipzig Gohlis, Wiesenstrasse 2, will be glad to furnish suitable addresses both for pupils and teachers, and I shall be glad to answer any inquiries on the subject.—Yours faithfully,
High School for Girls, Aberdeen, GUSTAV HEIN.

TRAINING OF CATHOLIC TEACHERS.

To the Editor of the Journal of Education.

SIR,—I was much interested in a letter on the training of Catholic teachers in your March issue, and I should like to say, as one who knows, that, far from objecting to the training and registration of teachers, the religious orders in England and Ireland are throwing themselves heartily into the movement. In 1894 a Catholic House of Residence for Women Students was opened at Cambridge for the benefit of the Catholics attending Miss Hughes' College. In 1895 the Religious of the Holy Child, Cavendish Square, W., and two Religious of the “Faithful Companions” passed through a year's course of training, and took their diplomas. That same year two members of the Dominican order, from Caltra, Dublin, were trained, and thus that convent has the honour of being the first in Ireland to train its teachers. The Ursulines, at Waterford, come second.

In 1896 the Sisters of the Holy Child, having secured their own diplomas, opened a class at 11 Cavendish Square, for the training of Catholic teachers in secondary schools. After working for two years under the supervision of Sir Joshua Fitch, this convent is now recognized by the Cambridge Syndicate as a training college under Section V. of their regulations. No less than forty applications have been received from various convents in England and Ireland for admission to this college, but, owing to the fact that an entrance examination is required, for which all were not yet prepared, the actual number of students, religious and secular, now in the class is only eight. There is a fair prospect of this number being more than doubled next year.—I am, Sir, yours, &c.,

ANOTHER READER OF THE “JOURNAL.”

LADIES AS ELEMENTARY SCHOOL TEACHERS.—TEACHERS' HOSTEL, SALISBURY.

To the Editor of The Journal of Education.

DEAR SIR,—Will you be good enough to draw attention to this institution, which was opened in January, 1898? My committee earnestly solicit your help in making it known to the clergy and other professional men. Its purpose is to enable girls of seventeen and upwards to pass the Queen's Scholarship Examination—the first step towards qualifying for the honourable profession of elementary school teachers—without the delay and the great mental and physical strain entailed by working up for it through pupil-teacherhood. This is in no sense a commercial undertaking, as, even with an honorary lady superintendent, kind guarantors will have to meet the deficiencies arising from a new venture, but it is hoped that with economy it will eventually cover its expenses. That we believe it will supply a deeply felt want makes us, however very anxious to render this Hostel as

widely known as possible; hence our appeal to your largely circulated paper for help.

I should add that this is in connexion with the excellent Training College established here many years ago, and is under the immediate educational supervision of the Principal, Rev. Canon Steward. The Summer Term will commence on April 16.—I remain, yours truly,

EDITH BONHAM CARTER.
(Hon. Acting Lady Superintendent.)

PRIVATE-SCHOOLISHNESS v. UPPINGHAMISHNESS.

To the Editor of The Journal of Education.

SIR,—I hope you like the rotund sound of the words with which I have headed this letter. I take sole credit (*moi, Alphonse, qui vous parle*) for the first compound, which, I assure you, was not made in Germany. I invented it as a correct parallel to the second word; partly because it is built up in the same style of architecture, and partly because it covers the same suggestion of moral obliquity. I have just the same right to impute to the preparatory schools of England the inferences of “Headmaster” as “Headmaster” has to impute to the traditions of Uppingham School an offence which he thinks he has brought home against the Headmaster.

The Headmaster can, doubtless, defend himself without help. But I fail to see, for my part, where the offence lies. Year by year I sign a circular, drawn up on all fours with the circular “Headmaster” impugns, to say that I have conducted the Oxford and Cambridge Schools Certificate Examination in accordance with their rules. I have never supposed my honesty, which is like Caesar's wife, has been called in question. I sign three times a year a health certificate for every boy at school, and have as yet conceived no grievance nor felt it an imputation against my honour. I look upon it as business, like signing a cheque. A circular is much better than a letter, which is a bore, as it requires an answer; and I am quite busy enough with my daily work.

ONLY AN USHER.

CAMBRIDGE JUNIOR LOCALS.

To the Editor of The Journal of Education.

SIR,—Last December six boys from my school entered for Book-keeping in the Cambridge Local Junior. The paper is divided into two parts, both of which parts must be attempted; two and a-half hours were allowed for the paper. Owing to the indisposition of the presiding examiner, only two hours were given. The first part of the paper would, I think, take quite two hours to work out. Only one of the six boys passed; and he, after getting hopelessly fogged in the first part of the paper, made a desperate attempt at the second part. The general secretary informs me that the examiner was informed of the shortened time, and told to mark accordingly. Is it fair to endeavour to estimate what a boy *might* do in half an hour by what he *has* done? I think the matter should be given publicity, for the effect on the successful candidate is not wholly to his good. I might add that my boys were the only ones entered for Bookkeeping at that centre.—Yours, &c.,

MONTAGU V. STEGALL, M.A., Cantab.

Elm Park, Shotley Bridge, by Newcastle-on-Tyne.

A CORRECTION.

To the Editor of The Journal of Education.

SIR,—An error has crept into the report of my lecture on “School Curricula” printed on page 251 of the April *Journal*. I was far from saying that “Mr. Herbert Spencer wished for no curricula at all, but would let children get knowledge as they can.” Happily for my argument, Mr. Spencer maintains just the opposite—viz., that the choice and ordering of a proper curriculum is, of all educational questions, one of the most fundamentally important. It is true that at one point in his argument he states the case for *laissez-faire* in these matters, but only to refute such a view and to prove it untenable. Mr. Spencer's very great authority is, therefore, on the side of those who urge the more methodic study of questions of curricula. The passage to which I referred in my lecture will be found in “Education, Intellectual, Moral, and Physical,” pages 5–7 and 67–69, in the large edition.—Yours faithfully,

MICHAEL E. SADLER.

Eastwood, Weybridge, April 2, 1898.

TO OUR REVIEWERS.—A MODEL OR A WARNING?

To the Editor of The Journal of Education.

SIR,—The way school-books are reviewed in your journal is simply disgraceful. One would think that there was not a single reviewer on your staff who, when a text-book was sent to him to overhaul, had a notion of what the merits of an educational primer should be, and so we are put off from month to month with the dreariest commonplaces conceivable. This is the more inexcusable in your case, because, were the reviewers to read the *Journal* themselves, instead of merely scribbling idiocies for it, they would not flood you with their menutal drivel.—Yours faithfully,

F. KETTLE.

The Clapham High School; April 5, 1898.

CASSELL'S EDUCATIONAL WORKS.

THE CHEAPEST DICTIONARIES IN THE WORLD.

"The new edition of 'Cassell's French Dictionary' seems fully to justify the claim made in its preface—that it is at once the cheapest, the most complete and extensive, the only thoroughly accurate book of its kind in this country."—*Record*.

CASSELL'S FRENCH DICTIONARY. 490th Thousand.
Cloth, pp. 1 150, extra crown 8vo, 3s. 6d.

"To say this is the best of the smaller German Dictionaries in the field is faint praise, and were it not for the special merits of one or two we might, without exaggeration, say that Miss Weir is first and the rest nowhere."—*Journal of Education*.

CASSELL'S GERMAN DICTIONARY. 207th Thousand.
Cloth, pp. 1,120, extra crown 8vo, 3s. 6d.

"This new edition of Messrs. Cassell's 'Latin Dictionary' has been well and widely overhauled. Its nine hundred odd pages are sure to prove a popular investment, and as regards price, at any rate, the book need fear no rival."—*University Correspondent*.

CASSELL'S LATIN DICTIONARY. 102nd Thousand.
Cloth, pp. 920, extra crown 8vo, 3s. 6d.

"'Cassell's Latin Dictionary' is the handiest, the most useful, and certainly the very cheapest to be met with."—*The Rock*.

CASSELL'S ENGLISH DICTIONARY. Together with American Words and Forms, Technical Terms, Colloquial and Slang Expressions, Obsolete and Archaic Words—the whole based upon the "Encyclopedic Dictionary." 1,100 pp., extra crown 8vo, cloth, 3s. 6d.

Ready in a Few Days. Demy 4to, cloth. Price 5s.

An important new work by W. E. SPARKES.

Blackboard Drawing.

With 345 Figures in 52 full-page Illustrations by the Author.

In exact accordance with the Syllabus recommended in the recent Departmental Report on the Pupil-Teacher System.

Just published.

A HISTORY OF ENGLAND. By H. O. ARNOLD-FORSTER, M.P. Fully Illustrated. Extra crown 8vo, over 800 pp., bound in cloth. Price 5s.

LANGUAGES AND LITERATURE.

CASSELL'S LESSONS IN FRENCH. By Prof. E. ROUBAUD, B.A. Paris. Cheap Edition. Parts I. and II., cloth, each 1s. 6d.; complete, 2s. 6d. KEY, 1s. 6d.

ELEMENTARY PHYSIOLOGY FOR STUDENTS. By ALFRED T. SCHOFIELD, M.D., M.R.C.S., &c. With Two Coloured Plates and a large number of other Illustrations. Revised Edition. 5s.

PHYSIOLOGY FOR SCHOOLS. By ALFRED T. SCHOFIELD, M.D., M.R.C.S., &c. Illustrated with numerous Wood Engravings and Two Coloured Plates. Cloth, 1s. 9d. Three Parts, paper covers, 5d. each; cloth, 6d.

THIS WORLD OF OURS. An Introduction to the Study of Geography. By H. O. ARNOLD-FORSTER, M.P. Fully Illustrated. Fourth and Cheap Edition. 2s. 6d.

GERMAN READING (FIRST LESSONS IN). By A. JAGST. Illustrated throughout. 1s.

THE NEW LATIN PRIMER. By Prof. J. P. POSTGATE. 2s. 6d.

THE FIRST LATIN PRIMER. By the same Author. 1s.
LATIN PROSE FOR LOWER FORMS. Being a Series of Exercises adapted to the New and First Latin Primers. By M. A. BAYFIELD, M.A. 2s. 6d.

Thirty-first Thousand.

A FIRST SKETCH OF ENGLISH LITERATURE. Comprising an account of English Literature from the Earliest Period to the Present Date. By HENRY MORLEY, LL.D. 1,099 pp., crown 8vo, cloth, 7s. 6d.

THE STORY OF ENGLISH LITERATURE. By ANNA BUCKLAND. Fourteenth Thousand. Cheap Edition. Cloth boards, 3s. 6d.

CASSELL & COMPANY, LIMITED, LUDGATE HILL, LONDON, E.C.

GEORGE PHILIP & SON'S LIST.

"An open sesame to colloquial French."—*Journal of Education*.

PSYCHOLOGICAL METHODS OF TEACHING AND STUDYING LANGUAGES.

By VICTOR BÉTIS and HOWARD SWAN.

FRENCH SERIES.

INTRODUCTORY—FIRST FACTS AND SENTENCES IN FRENCH.

(*Les premiers Faits et les premières Phrases*.)

A Collection of Simple Scenes described in easy language for the use of Beginners, and forming an introduction to the "Facts of Life." By VICTOR BÉTIS and HOWARD SWAN. Crown 8vo, cloth, price 2s. 6d.

"The system has been proved an admirable one for teaching. . . . All the common facts and actions of everyday life are dealt with in the different lessons, and we defy the most careless to go through the book without learning a great deal about the French language."—*Huddersfield Examiner*.

No. 1.—**THE FACTS OF LIFE**, idiomatically described and systematically arranged, forming a Text-Book for the Methodical Study of the French Vocabulary. In two Parts.

PART I. Second Edition. Demy 8vo, cloth, 3s. Class Edition (in Three Books), demy 8vo, paper cover, each 1s.

"A thoroughly workmanlike production, and should go far in reducing the difficulties which all have to surmount in learning a tongue other than that to which they have been accustomed."—*Oxford Review*.

PART II.

[In preparation.]

No. 2.—**CLASS-ROOM CONVERSATIONS.** A Graded Set of Elementary Exercises for Practice in Conversation. Demy 8vo, cloth, 2s. 6d. Class Edition (in Three Books), demy 8vo, paper cover, each 1s.

"This work is excellently printed and contains some very excellent conversations. The teacher will find an enormous quantity of very useful matter here; he will learn how to teach a class and how to vary his expression. . . . If it were carried out, the class would be far more interested than they are now in their French lessons at most public schools. The work is full of life."—*Cambridge Review*.

Specimen Pages and detailed Prospectus gratis on application.

PHILIP'S "SEMI-UPRIGHT" COPY BOOKS

Have been expressly designed to produce

BOLD, CLEAR, AND RAPID WRITING.

Adopted by the London, Birmingham, Bradford, Bristol, Cardiff, Edinburgh, Nottingham, and other important School Boards.

"Golden Mean" between Upright and Sloped.

- | | |
|-------------------------------------|--------------------------|
| 1. Large Hand. | 8. Medium Small Hand. |
| 2. Large and Half-Text Hand. | 8A. Medium Small Hand. |
| 3. Large, Text, and Half-Text Hand. | 9. Small Hand. |
| 4. Large, Text, and Half-Text Hand. | 10. Small Hand. |
| 5. Large and First Small Hand. | 10A. Small Hand. |
| 6. Large and First Small Hand. | 11. Advanced Small Hand. |
| 7. Medium Small Hand. | 12. Advanced Small Hand. |
| 7A. Medium Small Hand. | |

"We heartily commend these books, as they are amongst the best we have seen."—*Head Teacher*.

IN FIFTEEN BOOKS, PRICE 2d. each.

Three additional books just published containing several original and practical features. Specimens gratis on application.

Just Published. Fifth Edition. With over 150 Coloured and other Illustrations.

GEORGE PHILIP & SON'S

ILLUSTRATED KINDERGARTEN CATALOGUE

and

LIST OF "VARIED OCCUPATION" MATERIALS,

Suitable for use in Infant Classes and the Lower Standards of Elementary Schools. 68 pages, large 4to, bound in artistic cover.

Gratis, to Teachers, on application.

Just Published. Profusely Illustrated.

GEORGE PHILIP & SON'S

ILLUSTRATED CATALOGUE OF MAPS, DIAGRAMS, AND OBJECT-LESSON PICTURES.

FOR SCHOOL DECORATION.

Containing reduced specimens of Maps, Diagrams, Models, &c. 16 pages, large 4to, in artistically illustrated cover.

Gratis, to Teachers, on application.

GEORGE PHILIP & SON. LONDON: 32 FLEET STREET, E.C.
LIVERPOOL: PHILIP, SON, AND NEPIEW, 45-51 SOUTH CASTLE STREET.

LONDON UNIVERSITY EXAMINATIONS.

Special Subjects, 1898 and 1899.

All texts are annotated and contain full Introductions. The Vocabularies are in order of the Text, and are preceded by two series of Test Papers.

MATRICULATION.

For January, 1899.

- Ovid.—Metamorphoses XIII.** INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.
- Ovid.—Metamorphoses XIV.** (Uniform with the above in price and arrangement of parts.)
- Xenophon.—Anabasis, Book IV.** INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, 1s. 6d.

For June, 1899.

- Cicero.—In Catilinam I.** INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s. *[In the press.]*
- Cicero.—Pro Marcello.** (Uniform with the above in price and arrangement of parts.) *[In the press.]*
- Homer.—Iliad XXIV.** INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, 1s. 6d. *[Ready.]*

INTER. ARTS, 1899.

- Livy.—Book IX.** INTRODUCTION, TEXT, and NOTES, 3s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. A TRANSLATION, 2s. THE THREE PARTS IN ONE VOL., 5s. 6d.
- Vergil.—Aeneid, Book IX.** 1s. 6d.
- Vergil.—Aeneid, Book X.** 1s. 6d.
- Vergil.—Aeneid, Books IX. and X.** A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. 6d.
- History of Rome, 390-202 B.C.** With TEST QUESTIONS. 4s. 6d.
- Synopsis of Roman History, 390-202 B.C.** 1s. 6d.
- Plato.—Laches.** INTRODUCTION, TEXT, and NOTES, 3s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. 6d. THE THREE PARTS IN ONE VOL., 5s. 6d.
- Euripides.—Hippolytus.** (Uniform with the above in price and arrangement of parts.)
- History of Greece, 512-431 B.C.** With TEST QUESTIONS. 4s. 6d.
- Synopsis of Grecian History, Part I., to 495 B.C., and Part II., 495 to 405 B.C.** With TEST QUESTIONS. 1s. each.
- Shakespeare.—Coriolanus.** 2s.
- Milton.—Paradise Regained.** 2s. 6d.

B.A., 1898.

- Tacitus.—Histories, Book III.** A TRANSLATION, with TEST PAPERS. 2s. 6d.
- Juvenal.—Satires XI., XIII., XIV.** 3s. 6d.
- Juvenal.—Satires VIII., X.-XVI.** A TRANSLATION, with TEST PAPERS. 2s. 6d.
- History of Rome, 31 B.C. to 96 A.D. : The Early Principate.** With TEST QUESTIONS. *Second Edition.* 2s. 6d.
- Synopsis of Roman History, 14-96 A.D.** *Interleaved.* 1s.
- Plato.—Phaedo.** 3s. 6d. A TRANSLATION, with TEST PAPERS. 2s. 6d.
- Aeschylus.—Septem contra Thebas.** 3s. 6d. A TRANSLATION, with TEST PAPERS. 2s. 6d.
- History of Greece, 495 to 431 B.C. : The Making of Athens.** With TEST QUESTIONS and Five Maps. 3s. 6d.
- Synopsis of Grecian History, 495 to 404 B.C.** With TEST QUESTIONS. *Interleaved.* 1s. 6d.
- History of English Literature, 1558-1660.** (*Being Vol. II. of the Intermediate Text-Book of English Literature.*) 3s. 6d.
- Shakespeare.—King Lear.** 2s.
- History of England, 1603-1714.** (*Being Vol. III. of the Intermediate Text-Book of English History.*) 4s. 6d.

LONDON: W. B. CLIVE,
UNIVERSITY CORRESPONDENCE COLLEGE PRESS.
WAREHOUSE: 13 BOOKSELLERS ROW, STRAND, W.C.

MACMILLAN & CO.'S NEW BOOKS.

ENGLISH.

English Grammar Past and Present. In Three Parts. Part I.—MODERN ENGLISH GRAMMAR. II. IDIOM AND CONSTRUCTION. III. HISTORICAL ENGLISH: Word Building and Derivation. With Appendices on Prosody, Synonyms, and other outlying subjects. By J. C. NESFIELD, M.A. Globe 8vo, 4s. 6d.

Adapted to meet the requirements of the University of London Matriculation and the Teachers' Certificate Examinations.

Educational Times.—"His book gives evidence of good judgment and experience in teaching."

Educational News.—"Within its limits (470 pages) we know of no English grammar—although we have some on our shelves exceeding 1000 pages—so complete, so clear, and so unexceptionable as this."

The Principles of Grammar. An Introduction to the Study of the Laws of Language by the Inductive Method. By HERBERT J. DAVENPORT and ANNA M. EMERSON. Crown 8vo, 3s. 6d.

FRENCH.

SIEPMANN'S FRENCH SERIES.—NEW VOLS.

L'Abbé Daniel. Par ANDRÉ THEURIET, de l'Académie Française. Edited by P. DESAGES, Senior Modern Language Master at Cheltenham College. Authorized Edition. Globe 8vo, 2s. 6d.

Sacs et Parchemins. Par JULES SANDEAU. Adapted and Edited by EUGÈNE PELLISSIER, Professor Agrégé au Lycée de Rochefort-sur-Mer, formerly Assistant-Master at Clifton College, &c. Globe 8vo, 3s. 6d.

Scenes from Child Life, in Colloquial French. A French Reading Book for Young Children. By Mrs. J. G. FRAZER. With Illustrations by H. M. BROCK. 1s. 6d.

Times.—"A charming little volume. . . Mrs. Frazer's dialogues are admirably adapted for beginners in French, and Bébé may perhaps become as familiar to the small boys and girls in nurseries and preparatory schools as Balbus and his wall are to their bigger brothers."

GERMAN.

SIEPMANN'S GERMAN SERIES.—NEW VOLS.

Zwischen den Schlachten. Von ORTO ELSTER. Adapted and edited by L. HIRSCH, Ph.D. (Bonn), Assistant-Master at Alleyn's School, Dulwich. Authorized Edition. Globe 8vo, 3s. 6d.

Sappho Trauerspiel. Von FRANZ GRILLPARZER. Edited by WALTER RIPPMAHN, M.A., Professor of German Language and Literature at Queen's College, and at Bedford College, London. Authorized Edition. Globe 8vo, 3s.

CLASSICS.

P. Vergili Maronis Bucolica et Georgica. With Introduction and Notes by T. E. PAGE, M.A., Assistant-Master at Charterhouse. Fcap. 8vo, 5s. *[Classical Series.]*

MATHEMATICS.

A NEW SCHOOL ARITHMETIC.

An Arithmetic for Schools. By S. L. LONEY, M.A., sometime Fellow of Sidney Sussex College, Cambridge. Globe 8vo, without Answers, 4s. 6d.; with Answers, 4s. 6d.

Nature.—"A comprehensive text-book, clearly written and well arranged. . . The examples are numerous, sensibly chosen, and carefully graduated. . . Deserves to rank with the best of its class."

A Treatise on Magnetism and Electricity. By ANDREW GRAY, LL.D., F.R.S., Professor of Physics in the University College of North Wales. In Two Volumes. Vol. I. Demy 8vo, 14s. net.

An Elementary Course of Physics. Edited by Rev. J. C. P. ALDOUS, M.A., Chief Instructor H.M.S. "Britannia," late Fellow of Jesus College, Cambridge. Demy 8vo, 7s. 6d.

In Three Parts:—Part I. MECHANICS; PROPERTIES OF MATTER; HYDROSTATICS; HEAT. 4s. 6d.—Part II. WAVE MOTION; SOUND; LIGHT. 2s. 6d.—Part III. MAGNETISM; ELECTRICITY. 2s. 6d. *[Britannia Series.]*

Notes on Observations. Being an Outline of the Methods used for Determining the Meaning and Value of Quantitative Observations and Experiments in Physics and Chemistry, and for reducing the results obtained. By SYDNEY LUFTON, M.A. Crown 8vo, 3s. 6d.

LONDON UNIVERSITY MATRICULATION, January, 1899.

Elementary General Science. By A. T. SIMMONS, B.Sc. (London), Associate of the Royal College of Science, London, Author of "Physiography for Beginners," &c., and LIONEL M. JONES, B.Sc. (London), Associate of the Royal College of Science, London, Science Master of St. Dunstan's College, Catford, S.E. Globe 8vo, 3s. 6d.

This book has been modelled upon the syllabus of the new subject "General Elementary Science," which is to be compulsory for all candidates for Matriculation at the London University. It is also suitable for the new "Elementary Science" paper of the Oxford and Cambridge Junior Local Examinations.

MACMILLAN & CO., LTD., ST. MARTIN'S STREET, LONDON, W.C.

MESSRS. METHUEN'S LIST.

WORKS BY A. M. M. STEDMAN, M.A.

Initia Latina: Elementary Lessons in Latin Accidence. Second Edition. Fcap. 8vo, 1s.

First Latin Lessons. Fourth Edition, Enlarged. Crown 8vo, 2s.

First Latin Reader. With Notes adapted to the Shorter Latin Primer and Vocabulary. Fourth Edition, Revised. 18mo, 1s. 6d.

Cæsar.—The Helvetian War. With Notes and Vocabulary. Second Edition, 18mo, 1s.

Livy.—The Kings of Rome. With Notes and Vocabulary. Illustrated. 18mo, 1s. 6d.

Easy Latin Passages for Unseen Translation. Fifth Edition. Fcap. 8vo, 1s. 6d.

Exempla Latina: First Exercises on Latin Accidence. With Vocabulary. Crown 8vo, 1s.

Easy Latin Exercises on the Syntax of the Shorter and Revised Latin Primer. With Vocabulary. Seventh and Cheaper Edition, Revised. Crown 8vo, 1s. 6d. Issued with the consent of Dr. KENNEDY.

The Latin Compound Sentence: Rules and Exercises. Crown 8vo, 1s. 6d. With Vocabulary, 2s.

Notanda Quædam: Miscellaneous Latin Exercises on Common Rules and Idioms. Third Edition. Fcap. 8vo, 1s. 6d. With Vocabulary, 2s.

Latin Vocabulary for Repetition: Arranged according to Subjects. Seventh Edition. Fcap. 8vo, 1s. 6d.

A Vocabulary of Latin Idioms and Phrases. Second Edition. 18mo, 1s.

Steps to Greek. 18mo, 1s.

Easy Greek Passages for Unseen Translation. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Vocabulary for Repetition. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Testament Selections. With Introduction, Notes, and Vocabulary. Third Edition. Fcap. 8vo, 2s. 6d.

Steps to French. Third Edition. 18mo, 8d.

First French Lessons. Second Edition. Crown 8vo, 1s.

Easy French Passages for Unseen Translation. 3rd Edit., Revised. Fcap. 8vo, 1s. 6d.

Easy French Exercises on Elementary Syntax. With Vocabulary. Second Edition. Crown 8vo, 2s. 6d. KEV, 3s. 6d. net.

French Vocabulary for Repetition. Sixth Edition. Fcap. 8vo, 1s.

SCHOOL EXAMINATION SERIES.

EDITED BY A. M. M. STEDMAN, M.A.

Crown 8vo, 2s. 6d.

French Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Ninth Edition.

A KEY, issued to Tutors and Private Students only, to be had on application to the Publishers. Fourth Edition. Crown 8vo, 6s. net.

Latin Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Eighth Edition.

KEY, Third Edition (issued as above), 6s. net.

Greek Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Fifth Edition, Enlarged.

KEY, Second Edition (issued as above), 6s. net.

German Examination Papers in Miscellaneous Grammar and Idioms. By R. J. MORICH, Manchester Grammar School. Fifth Edition.

KEY, Second Edition (issued as above), 6s. net.

History and Geography Examination Papers. By C. H. SPENCE, M.A., Clifton College. Second Edition.

Science Examination Papers. By R. E. STEEL, M.A., F.C.S., Chief Natural Science Master, Bradford Grammar School. In Three Vols. Part I., Chemistry. Part II., Physics.

General Knowledge Examination Papers. By A. M. M. STEDMAN, M.A. Third Edition. KEY, Second Edition (issued as above), 7s. net.

METHUEN'S COMMERCIAL SERIES.

EDITED BY H. DE B. GIBBINS, D.Litt., M.A.

British Commerce and Colonies from Elizabeth to Victoria. By H. DE B. GIBBINS, D.Litt., M.A., Author of "The Industrial History of England," &c. Second Edition, 2s.

Commercial Examination Papers. By H. DE B. GIBBINS, D.Litt., M.A. 1s. 6d.

The Economics of Commerce. By H. DE B. GIBBINS, D.Litt., M.A. 1s. 6d.

A Primer of Business. By S. JACKSON, M.A. 1s. 6d.

A Manual of French Commercial Correspondence. By S. E. BALLY, Modern Language Master at the Manchester Grammar School. Second Edition, 2s.

French Commercial Reader. By S. E. BALLY. 2s.

Commercial Geography, with special reference to the British Empire. By L. D. LYGGE, M.A., of the Academy, Glasgow. Second Edition, 2s.

Commercial Arithmetic. By F. G. TAYLOR, M.A. 1s. 6d.

JUST PUBLISHED.

The Decline and Fall of the Roman Empire. By EDWARD GIBBON. A New Edition. Edited, with Notes, Appendices, and Maps, by J. B. BURR, M.A., Fellow of Trinity College, Dublin. In Seven Volumes. Demy 8vo, gilt top, 8s. 6d. each; crown 8vo, 6s. each. Vol. V.

"Gibbon's immortal work has never been presented in so convenient a shape."—*Guardian*.

Passages for Unseen Translation. By E. C. MARCHANT, M.A., Fellow of Peterhouse, Cambridge, and A. M. COOK, M.A., late Scholar of Wadham College, Oxford; Assistant-Masters at St. Paul's School. Crown 8vo, 3s. 6d.

Exercises in Latin Accidence. By S. E. WINBOLT, Assistant-Master in Christ's Hospital. Crown 8vo, 1s. 6d.

"Accurate and well arranged."—*Athenæum*.

Notes on Greek and Latin Syntax. By G. BUCKLAND GRKEN, M.A., Assistant-Master at the Edinburgh Academy, late Fellow of St. John's College, Oxon. Crown 8vo, 3s. 6d.

"Supplies a gap in educational literature."—*Glasgow Herald*.

METHUEN & CO., 36 ESSEX STREET, STRAND.

THE JOURNAL OF EDUCATION

A MONTHLY RECORD AND REVIEW.

SCALE FOR ADVERTISEMENTS.

PUBLISHERS' ANNOUNCEMENTS—	l.	s.	d.
Whole Page	5	10	0
Half Page	3	0	0
Quarter Page	1	15	0
Per Inch in Column	0	8	0

PREPAID RATES FOR SCHOOL ANNOUNCEMENTS—

Scholarships, Official Notices, &c.—6d. per line; minimum charge, 5s.

Situations Vacant and Engagements Wanted.—30 words for 2s.; each 10 words after, 6d.

Lectures, Classes, Non-Resident Engagements, &c.—48 words for 3s. each 8 words after, 6d.

[These minimum charges do not include a copy of paper.]

An extra fee of ONE SHILLING is charged on advertisements with OFFICE ADDRESS.

Date of publication of next issue will be found at top left-hand corner of front page.

[Advertisers are reminded that "Letters addressed to INITIALS or to FICTITIOUS NAMES at Post Offices are not taken in, but are sent at once to the Returned Letter Office."]

All Letters respecting Advertisements and Subscriptions should be addressed—"THE PUBLISHER," JOURNAL OF EDUCATION OFFICE, 86 FLEET STREET, LONDON, E.C. Money and Postal Orders, on the Post Office, Ludgate Circus, E.C., should be made payable to WILLIAM RICE; Orders and Cheques may be crossed, "City Bank, Ludgate Branch." Postage Stamps can only be received at the rate of thirteen to the shilling.

If a receipt is required for an advertisement under 10s., a postcard or a stamped envelope must be enclosed.

Notice must be given of all remittances through the Post Office from abroad, stating full name and address of the sender; and all Foreign Money Orders should be "crossed."

American subscribers may conveniently remit through Mr. C. W. BARDEEN, 406 South Franklin Street, Syracuse, New York; or Messrs. E. L. KELLOGG & Co., 91 East 9th Street, New York.

LONDON: WILLIAM RICE, 86 FLEET STREET, E.C.

ELEMENTARY SCHOOL TEACHING AS A PROFESSION FOR GENTLEWOMEN.

By Mrs. E. M. FIELD.

FEW objects are more conspicuous in the bird's eye view of any English town than the solid masses of the elementary schools, largest and most thickly planted where dwelling-houses are smallest. Few things are odder than the average Briton's absolute ignorance of the working of a system for which he pays handsomely, and on which he believes himself to hold strong opinions. Teachers and scholars have been working in an isolation most remarkable in days when barriers have been thrown down everywhere and landmarks removed, and when the fierce light of publicity beats upon every line of life.

This isolation is, of course, no artificial product. It has grown up quite naturally out of the self-contained system under which the teachers have emerged from the ranks of the taught, and have begun their training within the school, and completed it in colleges established for their separate use. It is needless here to insist on the drawbacks of such a system, its lack of mental ventilation, and its narrow horizon. Efforts have for some time been made to remedy these faults, and the more serious of such efforts have naturally followed two main lines, the widening of the teacher's training, and the attracting into the profession of young people educated in part, at least, outside it, who should have gained a culture probably higher—certainly broader—than could be obtained under the self-contained system. With efforts for improved training came naturally the demand for "good material to train." The conviction that the children of the poor need no less than other children to be educated, and not merely hastily provided with a little information, causes intelligence and culture to be considered essential in the teacher. But these qualities cannot be crammed, and the candidate—the girl candidate especially—who comes from a home where mental nourishment is even more scanty than bodily food, starts with a heavy handicap in the effort to become a successful teacher according to present standards. Much that is learnt naturally in cultured surroundings must by her be acquired as "lessons," and, in spite of the noticeable improvement in the class of candidates during recent years, "inferior material" must still be one cause of a leakage so large that at

present only 50 per cent. of pupil-teachers who complete their apprenticeship eventually attain the Certificate. It is true that many of these who drop out reappear under Article 68 as recognized but uncertificated assistants. It is probable that this shifting secures the best of the present applicants. Undoubtedly there is no lack of women at once able and refined among existing schoolmistresses. But the ultimate result is a real insufficiency of certificated teachers, country schools finding great difficulty in supplying their wants. Now, as a crowd of young gentlewomen are asking for professional work, and as among high-school teachers and also among private governesses over-competition is causing much discouragement and some real suffering, the question may well be asked—Why does not the experiment which has in some instances been tried with encouraging success go forward more rapidly, and why should not gentlewomen enter in larger numbers the profession of the elementary teacher?

I believe that the ignorance already referred to has been the most active hindrance. There are certain other hindrances and difficulties, but these are for the most part of the nature of that wall of fairy tale which vanished whenever a traveller walked straight up to it. It may be useful to answer here the questions likely to arise first in the mind of an inquirer. Thus:—

How can a young lady enter? Must she become a pupil-teacher, and must not her own education be early broken off for this purpose?

What changes of regulation may arise out of the report of the Committee appointed to inquire into the pupil-teacher system we have yet to learn. But recent changes in the regulations of the Education Department have all been in the direction of enabling a girl to carry on her education as far as possible before beginning to teach. On the other hand, in the case of a girl left an orphan and impoverished before the end of her school-days, the opportunity of at once completing her own education and being trained to earn her own living, and that almost without cost, would surely often be thankfully seized if better known. Briefly, the regulations are these: A girl may become a probationer at thirteen. Or she may be apprenticed at fifteen. The term of apprenticeship—during which she may earn a salary rising, perhaps, from £12 to £20, and receive her instruction gratis besides—is generally four years. With consent of managers it may be shortened to three or two years. If she have passed a Junior Oxford or Cambridge Local, or taken First Class in the College of Preceptors' Certificate Examination, not more than two years previously, the candidate may be apprenticed for one year only, provided the managers are willing to take her, such short terms being naturally not the most convenient for them. Personal interest and friendship would here be helpful.

But the apprenticeship may be omitted altogether, and the student apply when at least eighteen years of age for a syllabus of the Queen's Scholarship Examination and permission to undergo it, both from the Secretary of the Education Department, Whitehall. Those who pass this are arranged in order of merit in three classes, and, if in the first or second class, are eligible for admission to a training college, may, in fact, become Queen's Scholars, as accepted students are called. But, as there is not at present nearly enough room in the colleges for all who pass, a good place—for the best colleges a very good place—in the list is essential. Failing to enter college, the candidate may become an assistant or a provisionally certificated teacher.

Would the college course, then, be very necessary or desirable for the girl who can have a good education otherwise? Is it costly?

At present "trained" teachers, as ex-students of colleges are called, have considerable advantage over others in competition for good posts. Actual practice in an ordinary elementary school forms an essential part of the course, and it is felt that these students have been taught to teach. Colleges are either residential and self-contained, or day, working in connexion with some University or college of that rank. The course lasts two years, a third being occasionally given to some specially promising student. It will be seen that they offer no small advantages when it is remembered that the only charge made is an entrance fee. This varies very much, a student paying £2. 10s. at Wandsworth (Catholic), and £22 at Homerton (undenominational), £10 at Truro and £20 at Tottenham (both

Anglican). At the end of each year of study an examination must be passed, these two together making the final test for the Certificate of the Education Department, which qualifies its holder to take independent charge of a school or department. But concessions are made throughout to those who have obtained other qualifications. Thus "graduates, or persons qualified by examination to become graduates, of any University in the United Kingdom, and persons over eighteen years of age who have passed University and other examinations recognized by the Department, may be recognized as assistant-teachers" (Art. 51), omitting the Scholarship Examination. A list of the tests recognized under this article may be found in the "Code" (price 5½d., from Eyre & Spottiswoode, and invaluable to any inquirer). It includes such examinations as the Oxford and Cambridge Higher Locals, Dublin Senior for Women, Froebel Union Certificate (for infant teachers), St. Andrews L.L.A., and others. Such graduates may, if they wish it, serve for a year or more as assistant-teachers and then offer themselves for the first year's examination, with a view to gaining the advantages of the college course for one year. Or they may attempt the second year's examination, and so, if successful, attain the Certificate at once. A still higher privilege is granted to such graduates as hold in addition a certificate of proficiency in the Theory and Practice of Teaching, granted by a University or collegiate body. The Certificate of the Education Department may be granted to them without further test beyond the probation in school for a year or eighteen months, with satisfactory report from H.M. Inspector, which in all cases precedes the actual bestowal of the parchment. These brief details of modes of access to the profession will show how largely the regulations are relaxed for the benefit of students from outside.

But are not the present teachers likely to resent the competition of such candidates? Is there not some fear of difficulty and unpleasantness? And will not a young gentlewoman find herself in uncongenial society?

I believe the danger of ill-feeling to be greatly over-rated. The best and ablest of the teachers have learnt to value culture and refinement. They keenly appreciate in a young fellow-worker qualities which they have striven to gain for themselves, both for their influence on the scholars and for the personal pleasure of companionship. There are many encouraging signs that this has proved to be the case, and good will and good feeling have been heartily expressed. Undoubtedly it rests with those young gentlewomen who are to some extent pioneers to see that no exhibition of arrogance or failure in tact or courtesy on their part should cause a revulsion of feeling. And, as regards the young lady herself, it may be fairly said that in towns, at least, she will find many fellow-workers who will prove by no means uncongenial companions.

But the life, after all, must be trying and depressing—a monotonous teaching of rudiments to children of a class whose personal habits and conditions would be a constant trial? The physical labour, too, must require exceptional strength?

No doubt the vision that rises before the mind of the ignorant person of work in an elementary school must be a depressing one. The best answer to this question is: Ask permission to see a morning's work, and the difference between imagination and reality will be startling. It is no despicable task to give a lesson in part-singing, or geography, or simple science to a class of thirteen-year-old town children. It is far from being a thing "any one" could do to train a roomful of infants in brush-work, or hold their attention to a profitable arithmetic lesson. And it is no mean or petty thing to be headmistress of a great Board school, where the girls alone may number four or five hundred, with corresponding staff. Good bodily health is undoubtedly essential. There is variety enough; one teacher may thrive best in the quiet routine and narrower course of subjects of a village school; another do best under the stimulus of the varied subjects, the constant introduction of new ideas, and improved methods of town work, in spite of the greater fatigue. In any case, there are the free Saturdays and Sundays, the regular holidays, and the absolute liberty in the evenings to choose work or recreation, society or solitude—a freedom which the private governess may well envy. As for the children, to them the teacher is a missionary. Habits of cleanliness and civility may be, and often are, taught in the school to so marked an extent that visitors have been known to remark: "How the neighbourhood must have changed! You have quite

a different class of children now." Undoubtedly the work of training the future citizen during an all-too-short school life is not one to be despised.

And the income would be reasonably good?

Varying as widely as the conditions, it may be sufficient for the present purpose to estimate it as ranging from £80, with a house, in the country, to £250, without one, in a town, for the headmistress. The salaries of certificated assistants would, of course, be on a somewhat lower scale. There are, of course, other posts to be reached in and through the profession in the teaching of special and technical subjects in schools, at pupil-teacher centres, and in colleges. Good offers sometimes come from the Colonies, especially from South Africa.

There remains still the post of assistant-teacher under Article 68. Her qualifications are merely that she is a woman over eighteen and approved by H.M. Inspector. To a gentlewoman past her first youth this means of entrance to elementary teaching might be useful either as a way of, so to speak, entering the Army through the Militia, or even as a better occupation than the usual wearying toil, and contempt therewith, of the unskilled nursery governess.

REVIEWS AND MINOR NOTICES.

Essays on Secondary Education. By Various Contributors. Edited by CHRISTOPHER COOKSON, M.A. (Clarendon Press.)

These sixteen essays take a wide range over the problems of secondary education. The High Master of Manchester discourses on Day Schools and their Difficulties; Mr. Lowry, of Eton, on the Tutorial System; Mr. Burge and the Editor on Various Problems of Sixth Form Teaching. Mathematics and Natural Science are handled by Mr. Joseland, Mr. F. W. Sanderson, and Mr. G. C. Bourne; Modern Languages, by Mr. Allcock, of Highgate School. Mr. Spence, of Clifton, and Mr. A. L. Smith, of Balliol, deal with the Teaching of Modern History; Mr. Howson, of Harrow, and Mr. Beeching, with that of English Literature. Canon Fowler discusses the London Matriculation; Dr. Gow, Professional Examinations. Lastly, Mr. P. G. Matheson speaks from full experience of Oxford Preliminary Examinations and that for Higher Certificates; and Mr. Lionel Ford, of Eton, treats of the eternal topic of Public School Athletics.

Three hundred short pages are no inordinate space for this variety of topics. The essays are all suggestive, and most of them characteristic of the time—that is to say, most of them are conscious of vague difficulties and disappointing conditions, and are inclined to lay the blame on other subjects, or parental obstinacy, or the "dead hand," or the perversity of Oxford or Cambridge. Many of them join Mr. Ford in his gentle and deferential sighs over the athletic craze: it is the fault of the parents, of the "atmosphere," of this, that, and the other—rarely does it dawn upon the writers that it is our own professional subservience to, and absorption in, these matters that must be reckoned the chief cause. It cannot be too often repeated that the evil does not arise from the people who play vigorously, but from those who take their exercise vicariously by watching that of others, and read nothing but compulsory lesson-books and then the literature of sporting papers. Yet Mr. Ford (page 304) positively contemplates this literature as fitting study for a master, provided he occasionally resigns it for something else!

Among the best and brightest of these essays we should reckon that by the Editor on "Sixth Form Teaching in a Day School," on which, it is needless to say, he speaks with authority. We are inclined to think that he rather overrates the amount of time absorbed in prefectorial government in boarding schools. There is a danger of it, under certain circumstances, but hardly a normal danger. Mr. Cookson would diminish it by reducing the numbers of a boarding house from seventy or forty to twenty! We wonder if he realizes the shriek of starvation which would arise from the capitalists of the profession! Mr. Bourne's essay on the "Teaching of Natural Science" is very keen and incisive, and puts the case for science, without any *animus* against classics, in a refreshingly vivid way. He wishes to see science viewed as equally essential to "culture" as a knowledge of classics: "let us have both

things," he says, in effect, "and call no man cultured till he has them." We have not a word to say for the pedantic view that "letters" are the only "culture"; but we incline to think that Mr. Bourne is a little too impatient of the diversities of human endowment. We must all, eventually, specialize to some extent; yet we admit most readily the cogency of Mr. Bourne's arguments on pages 138-48. Mr. Lowry fights pluckily for the "Tutorial System"—but to prove that its object was good is not to prove that its method is rational or defensible. Mr. A. L. Smith writes fascinatingly on the Teaching of Modern History; gladly (pages 188-9) would we join his class at Borcovicus! Mr. Howson, too, and Mr. Beeching, on English Literature, make one envy their pupils; the latter has a charming story, *à propos* of paraphrasing (page 223), of a boy who rendered Sir Andrew Aguecheek's "I had as lief be a Brownist as a politician" by "I would as soon join the Browning Society as go into Parliament"!

It is curious to observe that, in almost all these educational essays, there is an under-current of wistfulness—as if much effort led to scanty results, or, at all events, to results much less than would seem, *a priori*, attainable. It is a mood inevitable to teachers; let it be remembered that to force people to think, to whom thought is no pleasure, *must* be uphill work; the utmost we can expect, if the "forts of folly" ever do fall, is to be found, dead, *outside* the wall.

Modern English Literature. By EDMUND GOSSE. (Heinemann.)

In the epilogue to this volume Mr. Gosse has laid down two principles of literary criticism. "The first," he says, is primitive. "Does the work before us, or the author, perform what he sets out to perform with a distinguished skill in the direction in which his powers were exercised?" This question we may fairly ask concerning the work before us. Does Mr. Gosse succeed in his effort to trace the movement, the evolution of English literature from Chaucer to Tennyson, with particular attention to form, technique, and style? It seems obvious that it would be impossible to carry out such an ambitious undertaking in four hundred octavo pages. He has only failed where all would fail; but every reader of "Modern English Literature" will regret that it has been considered necessary to circumscribe so greatly the spaces allotted to the consideration of so wide a subject. Not only does the subject suffer, but the author suffers too by these limitations. For Mr. Gosse less than for almost any other writer of the day is it "pastime to be bound" in this manner; nor could he say, with Wordsworth:

In truth the prison unto which we doom
Ourselves no prison is.

The charm of Mr. Gosse, both as a lecturer and a writer, lies largely in a graceful, easy discursiveness—a playing over the surface of literature with a most delicate and appreciative touch. He is a delightful *raconteur*; he has a keen sense of humour, a sympathetic insight into many of the subtleties of literature, and a vivid, picturesque style. But to exhibit, as to enjoy, these qualities an atmosphere of leisure is essential, whereas in this volume we are hurried from author to author, from translations to sonnets, from prose to poetry, at lightning speed. All this is, doubtless, inevitable, but it is none the less to be regretted. In a sketch which aims at being both complete and brief it is necessary to say much that has been said before so often as to leave little room for originality; to re-state the commonplaces, in fact, of the history of literature—as, for example, "The advance which Chaucer made in psychology was immense;" and to curtail those comments of the critic which would be new and refreshing. Nothing could be better than Mr. Gosse's remarks on Herrick, his comparison of Macaulay and Carlyle, his review of the novels of Sir W. Scott, and his estimate of the style of Shaftesbury; but, on the other hand, we resent his cursory treatment of Sir Philip Sidney, of Miss Burney, and many others. The early translators and sonneteers are dismissed summarily, and it seems almost a pity not to have omitted altogether any mention of the York Plays, since their only claim to consideration is an occasional felicity of expression, nor does it seem necessary to name writers only to tell us that they are negligible. Burke is, perhaps, the crowning instance of inadequate treatment. It is surprising in a book confessedly devoted to the

consideration of style to find so great a master disposed of in a page, and hardly less surprising is it to hear that Burke's "oratory was too highly coloured for the eighteenth century, and too hard and resonant for the nineteenth," that there is in him an "absence of emotional imagination," and that he has encouraged a "hollow vehemence" of style.

In these days, when every historian and literary critic, as well as every examination candidate, has his "special period," we cannot expect that each age in the history of English literature will here receive an equal share of attention, or that the same grasp of detail and critical acumen will be displayed throughout. As might be anticipated, the author of "Seventeenth-Century Studies—from Shakespeare to Pope" and "Eighteenth-Century Literature" is at his best in dealing with the age of Dryden and Pope. He has still a good deal that is new to say, and he says it admirably.

Mr. Gosse has surmounted with considerable skill the difficulty of rapid transition from one author to another, or from prose to poetry. He has contrived to preserve the continuity of the history and to follow out a methodical plan in the examination of his subject-matter. An instance of the art which conceals art may be seen in his manner of introducing the consideration of ballad literature. It is unfortunate that there is no room for quotation and but little for summarizing the substance of any literary work, for wherever this has been attempted Mr. Gosse has been particularly successful.

Although it appears to us that in his "endeavour to keep expression and form always before him as the central interest, rather than biography or sociology," he has been led into omitting much that is of primary importance for a fair estimate of the development of our literature, there are in his book several facts of interest and importance concerning the influences at work on English literature on which he has been the first writer to insist—as, for example, the effect of the foundation of a school of music on the production of Elizabethan songs, or that of the foundation of the Royal Society on style.

The omission of any biographical sketches is serious, even if admitted to be necessary. Not one of these men of letters stands out from the canvas with any lifelikeness. They form, as it were, a Jubilee procession of figures all helping to produce a general impression of the greatness and glory of England, but having no individual mark as men. The study of this volume would never awaken that personal sympathy between the reader and the poet or prose-writer which it is one of the aims of the critic to cultivate, and which Mr. Gosse knows so well how to arouse.

Those qualities of Mr. Gosse's style which are easily recognized—clearness, crispness, conciseness, freshness, and piquancy—are well exemplified here, and many of his phrases are striking and suggestive. "Fuller would have made a superb leader-writer, and Howell an ideal correspondent," or, "Macaulay is satisfied with surfaces." His prose is often the imaginative prose of a poet, and he speaks of poetry with the knowledge of a craftsman. "Into fields made stony and dusty with systematic pedantry, the genius of Spenser poured a warm and fertilizing rain of romance." Of M. Arnold he writes: "Such absolute purity as his is rare in English poetry; Arnold in his gravity and distinction is like a translucent tarn among the mountains."

It is somewhat difficult to determine for what class of readers this book was intended. By its language and by the amount of knowledge which it presupposes it is unfitted for the schoolboy or schoolgirl. For the general reader it is too compact, too full of facts and information, too scholarly to be attractive. There is no space for the literary gossip which the casual reader demands. It will undoubtedly be both interesting and useful to the student who requires a clear *résumé*, a rapid survey, in a bright and vigorous style, of the work of our great men of letters.

Notes on Greek and Latin Syntax. By G. BUCKLAND GREEN, M.A., formerly Fereday Fellow of St. John's College, Oxford; Assistant-Master at the Academy, Edinburgh. (Methuen.)

The aim of the author is, as he explains, to help students of Greek and Latin syntax by directing attention to the most prominent constructions in the two languages. The method

adopted is therefore comparative: points of agreement and points of difference, and, at the same time, normal constructions and variations from these constructions, are very clearly placed before the eye. Much good sense is shown in the treatment of the subject. The book is intended for the higher forms of schools, and the work for which those forms are preparatory. An adequate grounding in the two separate languages is, therefore, presupposed. Before a boy reaches a sixth form, little more should be attempted in the way of comparative grammar than what a judicious and well-instructed teacher can throw out, as occasion offers, for purposes of alleviation, interest, and suggestion. But, when the sixth form is reached, a more systematic study of Greek and Latin together becomes thoroughly helpful. And, in catering for pupils of this stage, the author has done well in confining himself to these two languages. A more detailed comparison with other Indo-Germanic languages assumes greater knowledge than the student possesses, and leads only to confusion and superficiality; suggestive hints on real resemblances and differences and developments are enough.

Principles and rules are first given, illustrated only by few and typical examples; at the end of the book are very useful lists of examples which should be studied in connexion with the principles and rules previously laid down. The author deals with the cases, with the verb, its tenses and moods (the voices, strange to say, are not touched upon), the construction of sentences, the article, certain particles, prepositions, Homeric usages, and a few addenda. Some of Mr. Green's rules are excellent, e.g., "Action in time may be regarded as (1) incomplete, continuous, or progressive; (2) complete; and (3) complete with effects remaining." The differences between present, aorist, and perfect stem are correctly and happily here given. It would have been well, however, to call attention to the amalgamation of the aorist with the perfect stem in Latin. We are glad to see that Goodwin's scheme of conditionals is adhered to. It may not be ideally perfect—no scheme is—but it is eminently intelligible and workable, and lends itself excellently to a comparison between Greek and Latin. Why, however, should Mr. Green give only *si scribit* and *si scribebat* as general conditions? *Si scripsit* and *si scripserat* are typically Latin.

These notes should be very helpful to learner and teacher, especially if, as the author hopes, they lead to further investigation of larger works. Mr. Green has based his work primarily for Greek on Monro and Goodwin, for Latin on Roby, Gildersleeve, and Lodge. There is no reference to Delbrück's recent labours, notably his "Vergleichende Syntax der indogermanischen Sprachen," first part, 1893; second part, 1897; Goodwin's "Moods and Tenses," second edition, was published in 1889; Monro's "Homeric Grammar," second edition, 1891. Both these eminent scholars—the latter most certainly—would be the first to modify their opinions. It is only necessary to allude to Delbrück's treatment of the genitive as not essentially adnominal, to his latest treatment of the subjunctive, optative, and future (the last is not discussed at all by Mr. Green), and of the injunctive, to convince any one who is familiar with these investigations that Mr. Green, in a second edition of these notes, which we hope may be forthcoming, will have largely to modify his views throughout.

The Odyssey of Homer. Translated by J. G. CORDERY, C.S.I. Price 7s. 6d. (Methuen.)

"I have attempted to be as literal and as close to the original as a thorough substitution of English for Greek grammar and idiom will allow. I may fairly claim never to have degenerated into paraphrase, and not to have shirked any difficulty. With this fidelity I have sought to combine a spontaneous rhythm, with sufficient rise and fall in it to indicate to the English reader the existence of those passages in which Homer rises to heights far beyond the tether of any translator."

Let us first examine how far Mr. Cordery has adhered to the canons of translation that he lays down in the preface. We take at random a passage of plain narrative from the first book:—

The godlike youth Telemachus was first
To see her coming; for with harrowed heart
He sat distraught amongst the wooers' crowd,
Figuring in his mind his father brave,

If he, from somewhere in the world, might make
A scattering of those suitors through the halls,
Have honour and be loved in his own house.
Hence in these thoughts he saw Athene first
From where he sat; straight at the porch he went,
Thinking it shame to him a guest should stand
Long in his doorway, and approaching took
Her right hand and received the brazen spear,
And spake her welcome with these winged words.

Two points are missed in the sense. In Homer Telemachus sees the goddess *long* before the others, and he is not distraught, but sorrowful, and the seventh line refers not to Odysseus, but to Telemachus himself. The fourth line is weak in rhythm, and in the fifth we desiderate a substitution of English idiom, and "to go at a porch" is hardly English.

We will take next a more ornate passage—the opening of the last book:—

But now Cyllenian Hermes raised the wand
Of gold well-fashioned, wherewithal he seals
Or opens, as he lists, the eyes of men,
Calling the Phantoms of the Suitors forth.
With this their gibbering rout he moved and led.
Twittering they followed; like to bats that flit
Deep in a cavern measureless to man,
Twittering, i' off their cluster from a rock,
Whence each to other clings, one haply falls;
The spirits so together twittering passed,
Guided by Hermes on their mouldering way—
Hermes, the kindly Healer of mankind.

There is little here to criticize, and much to admire. The translator rises with his original. His lines have the echo of a Miltonic ring. Yet even here we have something less and something more than Homer. The "cavern measureless to man" is a tag from Coleridge; "their gibbering rout" is a stop-gap, and the last line is a paraphrase of a single word in the Greek. Again, in Homer we have first the fact—Hermes called forth the souls; then the incident—in his hand was the wand. Lastly, "he seals or opens" misses the climax "and even wakens out of sleep."

It is easy work picking holes in a translation—even Lord Tennyson's "experiment" is not faultless—and we frankly admit that we should find it hard to produce a superior version of the latter passage we have quoted.

To sum up our general impressions, Mr. Cordery's version is painstaking, accurate, and often spirited, but in the tamer parts it flags, and his blank verse is monotonous. We prefer it to Cowper's, but, for edification, we would still read our "Odyssey" in Butcher and Lang, and, for pleasure, in Worsley. In the lay of Demodocus, where Mr. Cordery has adopted the Spenserian stanza, he shows that he might have rivalled that true poet in his own line.

Chambers's Algebra for Schools. By WILLIAM THOMSON, M.A., B.Sc., F.R.S.E. (W. & R. Chambers.)

The broad outlines of a course of elementary algebra are now beginning to attain to something like permanence, and it would be difficult, if it would be wise, to introduce any radical change in order. Thus, it seems well established that after the first four rules are mastered a brief course of simple equations with easy problems shall be introduced, whether this be the correct logical sequence or not. In this and other respects, Professor Thomson has not deviated considerably from the order laid down by his predecessors, but he has, nevertheless, made a few changes and improvements. Difficulties and details in multiplication and division, for instance, are separated from the earlier work by the chapter on equations and problems. Simultaneous equations are taken late—after fractions; literal equations are treated in a separate chapter, and not, as in one important text-book, before the pupil has learnt to factorize; evolution precedes quadratic equations; the theory of quadratic equations and expressions is accompanied by an admirable section on grafts; logarithms and interest and annuities come between the progressions and permutations; the binomial theorem is succeeded by scales of notation, elimination, inequalities, and indeterminate coefficients.

In the treatment of the early bookwork, Professor Thomson has made no advance. Complete proofs of the fundamental laws for real quantities are not attempted; but it might fairly be argued that young pupils are not in a position to grasp more

than the simple cases here given. The later bookwork is, as usual, done more thoroughly, and, in one or two theorems, the proofs are condensed and simplified. Throughout the explanations are lucid, and are evidently the result of insight and experience.

The examples are numerous, exceedingly well selected, and interesting. While they are so carefully graduated that almost every conceivable difficulty which can present itself to a beginner is separately entertained, there are, at the same time, collections of problems hard enough to train and to test the more intelligent pupils.

During the last few years many text-books of elementary algebra have appeared, and among the very best the work before us will take a prominent place. With such competitors already in the field, it is something to be able to justify the existence of a new work. This Professor Thomson has fully done, and we feel confident that the employment of his "Algebra for Schools" will help to give a sound knowledge of the subject and greater interest in its study.

The Odes of Horace. Translated by A. D. GODLEY. (Methuen.)

When Mr. Godley tells us that no metrical version of the "Odes" can claim to be more than a frigid travesty, *scelustum miscuit integro*, he confounds Francis and Conington, Lord Lytton and Calverley. There is no need to belittle verse, or, indeed, to make any apology for producing "an exact rendering of the matter," and Mr. Godley's is the first prose version of Horace that satisfies this primary requirement. And it is more than accurate—generally polished and sometimes supremely happy. What, for instance, can be better than "To hear soft whispers at twilight's trusted hour—to hear the silvery tell-tale laughter from the far corner where lurks thy love"; or "Why should shame stint our grief for one so dear?" or "Fill high the bowl, tread free the measure"; or "Welcome misrule when friends come home"? All is not up to this level. The first Ode hardly rises above a schoolboy version. In I. 5, "poor credulous novice" does not render "qui nunc te fruitur credulus aurea"; in I. 37, "fierce Liburnians" is, to say the least, misleading; in II. 6, "pellitis ovibus" is not "fleece sheep"; in III. 10, "tinctus viola pallor" is not "pallor streaked with violet hue"; in II. 19, "Was hael" is a far-fetched rendering of "Evoc."

"The University Tutorial Series."—*Livy, Book IX.* Edited by W. J. WOODHOUSE. Price 3s. 6d. (Clive.)

A well-written introduction, founded mostly on Mommsen, sketches the relations of Samnium and Rome and the constitutional history of the time. We have also a map illustrating the Samnite wars. The notes pay more attention to history and less to elementary syntax than is usual in this series. As far as they go, they are quite satisfactory, but we think that, with an author so difficult to render, some help might have been given in the way of model translation. In chap. ii., § 7, *circa* does not "go with *perpetuis*," but with *montibus*. In chap. viii., § 13, *laudibus modo* cannot mean "with nothing but praises"; the text is certainly corrupt. In chap. xii., § 2, *potuerint* is wrongly explained. In chap. xix., § 16, *timere* of the text can hardly be right; at any rate, it needs an explanation. In chap. xxxix., § 6, *elevat* is not "lifts up," but "makes light of," "depreciates."

Passages for Unseen Translation. By A. M. COOK and E. C. MARCHANT. (Methuen.)

This selection of Latin and Greek unseens by two St. Paul's School masters differs from most of its kind by the wider range of authors that it includes. Thus in Latin we find Valerius Flaccus, Florus, Nemesianus, Rutilius, and specimens of More's "Utopia" and Bentley's commentary on Horace; in Greek, Josephus, Stobæus, and specimens of patriotic literature. This seems to us a distinct improvement. It is well to show even schoolboys that Greek literature does not end with the fall of Athens, nor Latin with Juvenal.

"Leaving-Certificate Handbooks."—(1) *Paraphrasing, Analysis, and Correction of Sentences.* By D. M. J. JAMES. (2) *Greek Verse Unseens.* By T. R. MILLS. (3) *Latin Historical Unseens for Army Classes.* By L. C. VAUGHAN WILKES. (4) *Higher Latin Unseens.* By H. W. AUDEN. (5) *Lower German.* By LOUIS LUBOVITZ. (Blackwood.)

This new series is extremely attractive—printed in large type and well bound. Designed primarily for the Scotch Leaving Certificate, it is no less well adapted for English secondary schools.

(1) The passages for paraphrasing and analysis are well chosen. That the former class are confined to poetry, is, we think, a mistake. Nor do the model paraphrases wholly satisfy us. Thus: "many rich sank down, as in a dream, among the poor" is rendered "many of the rich were all at once reduced to poverty." The difficulty—"as in a dream"—is shirked. The *corrigenda* in Part III. are more varied and sensible than any similar list we have seen. In some half-dozen of them we fail to detect any error—"Some persons go the length

of saying that nobody ought to be made to do what he dislikes;" "In this department he has more extensive knowledge than any one living;" "On the excavation of Pompeii, the streets and houses were found just as they had been buried;" "The more haste the less speed" is a familiar saying, yet how few give heed to the advice it contains!"

(2) The Greek verse is taken wholly from Homer, the three tragedians, and Aristophanes. The passages average twenty-five lines, and are fairly easy. A heading indicating the context might have been added. There is full room for a second volume, taken from tragic choruses, lyric poetry, and the Anthology.

(3) The *differentia* of this book is that the passages are arranged in chronological order, and an appendix of historical notes will enable the students to master enough of Roman history to satisfy the Army examiners. The plan is well carried out, but it labours under the obvious drawback that the earliest passages are sometimes the hardest.

(4) "I have tried not to select *crucis* and catchy passages, but such as may aid pupils in acquiring a grasp of different authors." Prefixed are some useful hints on translation.

(5) "Lower German" consists of extracts for translation, in difficulty about the Hans Andersen stage, and a supplementary grammar with exercises. Between the first and second part there is no correspondence. We see little use in the Epitome of the Accidence. Suppose a pupil to be using Eve's or Sonnenschein's Grammar, he will be utterly muddled by finding here five declensions. The German songs, with music in the tonic sol-fa notation, are a pleasant novelty.

German for Beginners. By L. HARCOURT. Second Edition. (Whittaker & Co.)

Most German grammars try to do too much. We have long been looking for a German grammar which covers the elementary ground in a way that is thorough, scientific, and human; and such, we think, we have at last found in this work by Miss Harcourt. It is based, like Mr. Siepmann's recent book, on the "new method"—i.e., language first and grammar after, by induction. The extracts in the reader are thoroughly German in subject and feeling, and are chosen from the best modern authors; moreover, they are carefully graduated, advancing from such beginnings as nursery rimes, proverbs, and letters, through tales and easy poems, to stories and more difficult poems. (It should be noted that the earlier pieces are printed in Roman, and the remainder in German, type.) Grammatical difficulties are only allowed to find their way into the text very gradually. Thus, no separable prefix is found before Extract 72, the subjunctive is not admitted till 113, and we travel as far as Extract 85 before a subordinate clause is encountered. It is a sound principle—but one which teachers are tempted to neglect owing to the time needed for adequate preparation—to use every piece of text read as the basis of at least six various processes. Hints on such processes by which the grammar may be developed from the reader are collected by Miss Harcourt in Part III., which is detachable from the book, being mainly intended for teachers. This section seems to bear the mark of many years' experience, and we fancy it was quite wise to leave the arrangement of English sentences to be turned into German to the teacher. One knows the difficulty of getting young pupils to turn set English sentences into German with even moderate correctness. They are nearly always too hard. In a German grammar we know to be used by several leading schools an amount of grammar is repeatedly assigned to one exercise that could not be properly assimilated in four or five. The grammar is often out of all proportion to the reading and composition. Part II. is a summary of the elements of German grammar. The device of a lucid index arranged in columns, the second and third columns indicating the grammatical points, makes it easy for the teacher to select reading adapted to the grammar under consideration. All we find here is strictly developed from the reader, and in thirty sections (or twenty-seven pages) all the really salient points are dealt with. Rules are often not given, but the pupil is left to induce from examples (e.g. Genders of Nouns, page 127). We would make bold to say that in these well-selected thirty sections is an efficient, practical equipment, both for reading and composition, and that observation, trained by the method here followed, may safely be trusted to do the rest. One thing only seems to be wanted to complete an admirable book for beginners—a German-English and English-German vocabulary of all words used in the reader. In short, Miss Harcourt's "German for Beginners" is at once scientific and human: the method is inductive, and the matter is that of everyday life. We ourselves, both *a priori* and *a posteriori*, are convinced that good results follow, both immediate and in the long run, such a system of teaching German as is here set forth.

A History of England for Lower Forms. Part I.: *From Early Times to 1603 A.D.* By C. H. SIMPKINSON, M.A. (7×4¼ in., pp. 258, illustrated. Wake & Dean.)

A statement which accompanies this book tells us that it is written in the spirit of the recommendation in the Lambeth Conference Encyclical Letter as to the need of school-books giving a true account of the Church of England's part in the national history. We must confess, however, that we have not noticed any striking difference in this respect between this and other school histories. What difference there is is

better indicated in the preface, where our attention is called to the plan adopted by the author—viz., to relate the chief events and describe the great characteristics of our English history with considerable detail, while long periods of less interesting years are passed over in a few lines. There can be no doubt that this is the right plan to adopt for young pupils. The Bishop of Oxford, Canon Warburton, and Professor Tout have all revised the chapters, so we may be sure that the facts and their interpretation are accurate. The style of the narrative is easy, simple, and clear. The illustrations are good, and a large part of them consists of pictures of churches and cathedrals. The book will, we think, be found acceptable.

The Odes of Keats. With Notes and Analyses and a Memoir by ARTHUR C. DOWNER. (Clarendon Press.)

This is a most elaborate and conscientious edition of Keats's masterpieces. The odes here included only run to some two hundred and fifty lines, and the volume contains one hundred closely printed pages. The introduction on Keats's poetry is thoughtful, and it embodies the best criticism of the best critics. The analyses are over-elaborate, and try to explain what can only be felt. Thus, in the "Ode to a Nightingale," we read: "These opening lines do not make it perfectly clear how the numbness arises from joy in the bird's happiness, but Mr. Forman pleads . . ." Surely the thought is perfectly clear—exhaustion following on too intense delight—and Mr. Forman's plea is an impertinence. So in the second stanza, "O for a draught of vintage," a discussion of Keats's drinking habits is absolutely wide of the mark. We are prepared for some commentator telling us that the "beaded bubbles" are an allusion to the poet's liking for champagne. We hasten to add that these are not fair samples of Mr. Downer's analyses; but he is often helpful in his criticism—sometimes subtle and acute.

"The Pitt Press Series."—(1) *King Lear*. Edited, with Introduction, Notes, Glossary, and Index, by C. W. VERITY (6½×4¼ in., pp. xl., 260; price 1s. 6d.). (2) *The Merchant of Venice*. By the same editor (pp. xlviii., 212; price 1s. 6d.). (3) *Macaulay's Essays on William Pitt and the Earl of Chatham*. Edited, with Introduction and Notes, by ARTHUR D. INNES, M.A. (pp. xxxii., 220; price 2s. 6d.). (4) *A Selection of Lamb's Tales from Shakespeare*. Edited, with Introduction, Notes, and an Appendix of Extracts from Shakespeare, by J. H. FLATHER, M.A. (pp. xii., 154; price 1s. 6d.).

Mr. Verity has already won golden opinions from all sorts of teachers for his editions of English classics for schools, and his editions of "King Lear" and "The Merchant of Venice" will certainly tend to confirm his reputation. But it would seem that he has still to learn what an introduction to a play should do for a young student. It should, at any rate, *introduce* him to, and prepare him for, what is to follow; give him what will enable him to understand and appreciate the play; turn his attention in the right direction, and strike the key-note. A discussion of the date of the play does nothing of this. If the young student wants it at all—which we doubt—he does not want it till the play itself has become interesting to him. It should come as an appendix if it is to come at all. The same remark applies to the section on "sources of the play," and to almost all the other sections of the introduction. In the case of "King Lear," the only sections which, to any appreciable extent, *introduce* are those on the period of the action of the play and on the characters—though, in the latter instance, the detailed exposition should certainly come *after*, and not *before*, the play has been carefully read. In the edition of "The Merchant" we are given Lamb's Tale—which is helpful in its way, but not quite what is wanted. What we have said is in no way intended as a reflection on the sections of the introduction as things in themselves. They are scholarly, sound, and well written. But, good as they are, they cannot take the place of what schoolboys and schoolgirls need—something to prepare them for reading the plays with interest and intelligence. Nor will the difficulty be met by merely postponing the study of these introductions to the end. In the editions of both plays we are given a glossary. This is a good plan, for it leaves the notes free to deal only with exposition and illustration; and the glossaries themselves are good. But we may remark, in passing, that the time for studying a dramatic work of art is not the time for studying etymology. Mr. Verity is, it is true, sparing with his etymologies; but he might have been still more so. A further example of the use of a word is more helpful than its derivation, which, often enough, is only misleading to a beginner. For the notes we have nothing but praise, and that high praise. They are excellent in every way, and especially so in that they never lose sight of the fact that they are dealing with a masterpiece of literature, and that a dramatic work. They are neither over-full nor over-learned, and are always helpful. It is true that Mr. Verity, as he gratefully acknowledges, had Furness's splendid editions of the plays to go to; but his notes are not merely selections and abridgments—in the main they are the results of his own thoughtful study and critical insight. The appendices added at the end are well chosen and useful; and, with each play, we are given a good index. In short, in spite of the faults we have mentioned, we consider "The Pitt Press Shakespeare" to be a series which no University need be ashamed of publishing.

Mr. Innes has treated Macaulay's two essays with scholarly and well-

informed care. Our only doubt is whether such very faulty productions were really worth so much trouble. However, Mr. Innes has decided in their favour, and has evidently spared no pains to do justice to his subject. The critical part of the introduction is good, and the "Historical Survey" is even better; while the notes are full without overflowing, and always helpful. Macaulay's animus against the successful rival of Fox is so unflagging that Mr. Innes has had much to do in these notes in correcting false impressions, and showing how far there were any grounds for unkind innuendoes. As far as we have noticed, he has let nothing slip by which needed a note of warning. At the same time, the editor has shown himself quite able to appreciate the fine passages and brilliant pictures which Macaulay has given us in his account of the days and doings of Pitt. There is nothing of one-sidedness and denunciation in the notes. The edition is a thoroughly satisfactory one.

Mr. Flather's edition of six of "Lamb's Tales" is meant to be used as a reading-book and as a first step towards the introduction of the young to the study of Shakespeare's plays. The six tales here given are: "The Tempest," "As You Like It," "The Merchant of Venice," "King Lear," "Twelfth Night," and "Hamlet." Naturally the notes are few and brief, and mainly restricted to explaining the not very numerous hard words and phrases introduced by the Lambs. In the cases of the first three of the plays just named, further illustrative passages are given in Shakespeare's own words. We are not of those who are ardent admirers of the "Tales"; but we have nothing at present to take their place, and Mr. Flather has done his work adequately and simply.

"Black's School Shakespeare."—*A Midsummer Night's Dream*. Edited by L. W. LYDE, M.A. (7 × 4½ in., pp. xxxi., 109; price 1s. net. A. & C. Black.) "Moffatt's Plays of Shakespeare."—*A Midsummer Night's Dream*. Edited, with Introduction and Notes, by THOMAS PAGE. (7 × 4¼ in., pp. 198; price 2s. Moffatt & Paige.)

Both of these are fairly useful editions in their ways. But the former tries to say as little as possible, and says it in bold clear type. The latter tries to say as much as possible, and says it in type too closely packed for comfort. Mr. Lyde's introduction is fairly adequate; but why he should devote eight pages to telling the story of the play, when Shakespeare has told it so much better, we cannot imagine. The notes are sensible, but rather bare and thin, and too much devoted to matters of ordinary everyday grammar—not peculiarly Elizabethan. However, it is a refreshing change to find too little annotation instead of too much; and the book is certainly beautifully printed. Mr. Page has given us a good deal which to our mind is superfluous, and, if this were removed, we should have a very satisfactory edition of the play left. We do not want, in an edition of this kind, the chief events of Shakespeare's life, nor an account of his works as a whole. It is superfluous to give us a list of passages to be learnt by heart and another of familiar quotations. But it is worse than superfluous to give us twenty-three pages, in small type, on the language of the play, meaning thereby grammar—and most of that not peculiarly Elizabethan; and the same may be said of the etymological dictionary (of seventeen closely printed pages) giving the derivations of some hundreds of words, most of which are quite common. Nor do we want an example of the grammatical analysis of sentences. The introduction itself, with the literary notes attached, we can praise heartily. The former tells us all that need be told, and the latter are well selected. The miscellaneous notes on the text also are very satisfactory in many ways. But we cannot say that we approve of the plan of printing the text with a broad margin on one side "for the student's own notes." The young should be taught to respect books; and this will not be done by inviting them to scribble on the margin, which would soon make the book deplorable to look at. Mr. Page has evidently taken great pains with his edition, and much that he gives us is so satisfactory that we are sorry we cannot give the result greater praise.

A Study of English Words. By JESSIE MACMILLAN ANDERSON. (7¼ × 5 in., pp. 118. American Book Co.)

This is a capital little book, intended to serve "as a stepping-stone from grammar to rhetoric and the history of English literature." But Miss Anderson is mistaken in supposing it to be "the first effort to bring within school-room scope and school-book form the latest discoveries of language students about English." Many such books have been published in England and in Germany, and, unless our memory deceives us, more than one in America. But this we will say, that of all the small books on the subject which we know this is one of the best. Here and there, it is true, matters are not quite up to date. "Grimm's Law," for instance, though interesting historically, is not now accepted without many modifications; and there are other "laws" whose existence might at least have been referred to—if the subject was to be touched upon at all. But it is not the phonetics or the etymology of the book which has interested us most. It is the never-failing consciousness in the author's mind that language is, before all things, the means employed to express thought and feeling, and that this fact is the best clue to guide us through the mazes of the subject. Neither phonetics alone nor history alone is sufficient. We must also have

some knowledge of how the human mind endeavours to express itself in words. The character of the contents will best be shown by giving a list of the topics treated. We give these in the order of the book:—General Principles of Language-Growth; Origin and Growth of English; Greek, Latin, and French Elements in English; Growth and Change in Form of English Words; The Spelling of Latin-English; Growth and Change in the Meaning of Words; Latin and Saxon-English; The Artist's and the Scientist's Use of Words; Synonyms; Rhythm. The last three are specially well dealt with; and particularly helpful and suggestive are the sections on the associations which attach themselves to words and considerably modify the impressions which they convey. Perhaps a little more stress is laid on the value of a knowledge of derivation than is quite necessary. Outside the body of professed scholars and men of science the derivation of words has next to no influence on those who use the language; and when it has any influence, this is, as often as not, misleading. But we are sure Miss Anderson would condemn as heartily as we do the pernicious idea, still prevalent among editors of English classics, that you explain a word by giving its derivation—at best you but tell what the word first meant. The book is written simply and clearly; the examples are well chosen, and the printing is refreshingly legible. We cordially recommend the book for those who are about to pass from the ordinary descriptive grammar of English to a wider study of the language. By the way, Trench's book is called "The Study of Words," not "Lectures on Words," as on page 76.

"Selections from the Poets."—*Wordsworth*. By ANDREW LANG. (Longmans.)

Wordsworth, perhaps, more than any other poet of the first rank, lends himself to selections, ranging as he does from "My heart leaps up" to lines of which "A Mr. Wilkinson, a clergyman," is hardly a parody. Of the half-dozen which have appeared during the last two or three years, Mr. Lang's is the prettiest, thanks in no small part to Alfred Parsons' illustrations. An index of first lines would be a grateful addition.

Chambers's English Dictionary. Edited by THOMAS DAVIDSON. Price 12s. 6d. (Chambers.)

The editor's endeavour has been to provide the plain man with a working dictionary that shall answer the questions that arise in everyday life, and, as far as we have been able to test it, he has succeeded in his object. With a vocabulary increasing even faster than the population it is not to be expected that the most industrious and wide awake editor can keep pace. For instance, in spite of a Royal Commission and books and pamphlets innumerable, "secondary" education has not found its way into the dictionaries. Mr. Davidson gives us "scorchers," but not "coasting." We have "X rays," but not the "X-rays" or "radiography," nor, to go back to the brewers, Bass's "entire." We miss "kine-matograph," "animatograph." The derivations are generally sound; the pronunciation is, to say the least, inadequate. The *ful*, in words like *unlawful*, is given as *fool*.

Principles of English Grammar for the Use of Schools. By G. R. CARPENTER. (Macmillan.)

It has been our misfortune lately to fall foul of several English grammars, one or two bearing distinguished names, and it is an agreeable change to recommend this unpretentious manual by a professor in Columbia University, as simple, logical, and thoroughly practical. It proceeds on the synthetical method: we have first the parts of speech, then accidence, then syntax, and, lastly, analysis of sentences. Historical grammar is kept well in the background, the author's object being that the pupil may have afterwards nothing to unlearn. Once and again we find ourselves dissenting as when *my*, *thy* are classified as pronouns in the possessive case, and when *climbing* in "I saw him climbing" is termed a participial infinitive; but these are minor points, and generally the doctrine is thoroughly sound, and the method of imparting it that of a practical teacher.

Just Forty Winks. By HAMISH HENDRY. (Blackie.)

This is one of the many stories which seem to owe their origin to "Alice in Wonderland." Old nursery-time acquaintances, such as Old King Cole and Jack Horner, figure in a dream pageant with talking beasts and birds. Children will be amused by the oddities of the story, and Miss Bradley's illustrations are very clever and spirited. The book is nicely got up.

From Messrs. Blackwood we have received the following additional volumes of their series of "Ancient Classics." Attention was called to the convenient form of these reprints in December, 1897:—*Pliny*, by A. CHURCH, M.A., and W. J. BRODRIBB, M.A.; *Euripides*, by WILLIAM BODHAM DONNE; *Juvenal*, by EDWARD WALFORD, M.A.; *Aristophanes*, by the Rev. W. LUCAS COLLINS, M.A.; *Hesiod and Theognis*, by the Rev. JAMES DAVIES, M.A.; *Plautus and Terence*, by the Rev. W. LUCAS COLLINS, M.A.; *Tacitus*, by WILLIAM BODHAM DONNE; *Lucian*, by the Rev. W. LUCAS COLLINS, M.A.; *Plato*, by CLIFFTON W. COLLINS, M.A.; *The Greek Anthology*, by LORD NEAVES; *Livy*, by the Rev. W. LUCAS COLLINS, M.A.; *Ovid*, by the Rev. A. CHURCH, M.A.; *Calpurnius, Tibullus, and Propertius*, by J. DAVIES,

M.A.; *Demosthenes*, by the Rev. W. J. BRODRIBB, M.A.; *Aristotle*, by Sir ALEX. GRANT, Bart., LL.D.; *Thucydides*, by the Rev. W. LUCAS COLLINS, M.A.

Bacon's *British Empire Tree* illustrates in pictorial form the growth of the British Empire. The constituents of the United Kingdom form the root; India, America, Africa, &c., the branches; and the minor States the branchlets. A rough notion of the extent of the Empire is given, but respective sizes and dates of acquisition do not admit of arboreal illustration.

Bacon's *Picture Lessons in Natural History* professes to give the comparative size of animals; but the drawing is very crude (the elephant's tusks spring from his trunk), and the seal is about the size of the rabbit, and half the size of the otter.

FRENCH READING BOOKS.

(1) *Quand j'étais petit*. By LUCIEN BIART. With Notes and Vocabulary by JAMES BOIELLE. (Cambridge University Press.)

(2) *Les Femmes Savantes*. By MOLIÈRE. Edited by ALCÉE FORTIER. (Isbister & Co.) (3) *Achille et Patrocle*. By LÉON CLAUDEL. Edited by ÉMILE B. LE FRANÇOIS. (Blackie.)

(1) A prettily told tale, with brief notes and a full vocabulary, suitable for fourth-form work. (2) Professor Fortier gives a fairly full biography of Poquelin, and some criticisms on this play, and on "Les Précieuses Ridicules." Short notes, mainly translations of difficult phrases, are added. (3) A short story of a soldier under the first Napoleon, containing notes, a vocabulary, and fairly copious exercises for re-translation, according to the now common and useful style of a third-form reader.

(1) *The Fairy Tales of Master Perrault*. Edited by W. RIPPMAUN, M.A. (2) *Remi et ses Amis*. A selection from "Sans Famille," by MALOT. Edited by MARGARET DE G. VERRALL. (3) *Quand j'étais petit, histoire d'un enfant racontée par un homme*. Part II. By LUCIEN BIART. Edited by JAMES BOIELLE. (4) *La Fortune de d'Artagnan*. An episode from "Le Vicomte de Bragelonne," by Dumas. Edited by ARTHUR R. ROPES, M.A. ("Pitt Press Series.") (5) *Exercises in French Composition*. Based on MÉRIMÉE'S "Colomba." By A. C. KIMBALL. Part II. (Boston, U.S.A.: Heath & Co. London: Isbister.) (6) *New Grammatical French Course* (Elementary, 1s.), and *New Grammatical French Course* (Intermediate, 2s.). By ALBERT BARRIÈRE. (Whittaker & Co.)

(1) The text, which has to some extent been modernized, consists of eight well-known fairy tales, and it will be found very suitable for elementary classes (age about twelve to fourteen). Mr. Rippmann does not "share the objection to notes on syntax which prevail in some quarters," and has not hesitated to introduce a large number of them. We regret that he gives no reason for his belief in notes on syntax. The argument against introducing them is a very strong one: it is that the teacher is the only person competent to judge what grammar, and what amount of grammar, is to be taught to his class. We expect that most teachers will consider the editor's notes on the subjunctive, the plurals of compound nouns, the construction of *faire* with an infinitive, the omission of *as*, and the like, somewhat too advanced for pupils in the elementary classes for which this book has been prepared. Of far more importance from the teacher's point of view is the vocabulary, and this has been excellently done. Grammatical notes can safely be ignored, but an incomplete vocabulary is a source of perpetual annoyance in the class-room. A useful list of irregular verbs has been added for the sake of reference.

(2) A useful text for intermediate forms. The notes are short, and, apart from those having reference to syntax, are to the point. The vocabulary might have been made more complete. We find in the text: "J'ai la tête trop sensible depuis que Garofoli m'a tant frappé dessus." The latter part of the phrase is difficult, there is no explanation of it in the notes, and *dessus* in the vocabulary is translated "above," "from above," "from over," none of which meanings can be applied. All the tense-meanings of *devoir* ought to have been given, and we should like to have seen the more difficult tense-forms, such as *devrais*, *aïlle*, *mimes*, reproduced in the vocabulary, with their infinitives attached. The mechanical process of hunting up these words in a grammar is about as educative and stimulating as the picking of oakum, and is not calculated to produce a fiery enthusiasm for the work in hand.

(3) The text seems to us somewhat difficult for elementary classes, and we are by no means sure that this history of a somewhat girlish French boy of ten will interest English boys in intermediate classes; but, as we have not used the book, we will not commit ourselves to a definite opinion. Advanced students will certainly find much of it delightful reading. A number of the notes strike us as superfluous. Half a page, for instance, is devoted to the agreement of the past participle. "An endeavour has been made," says the editor, "to make the vocabulary . . . a small dictionary, where the student will have to exercise his own discretion as to choice of meanings to suit his text." Our own experience is that the young student has an

aggravating way of picking out the wrong meaning and of treasuring it ever afterwards. In some cases it would be impossible for him to know which meaning to select. In the text we have *l'abbé Hugon* (75), and in the vocabulary "*abbé*: vicar, priest, abbot." There are some omissions in the vocabulary, and on page 77, line 6, a misprint—*ma faisaient*.

(4) This story deals with one of the most notable exploits of the worthy musketeer, and will make a very interesting Reader for more advanced students. The notes are carefully done and to the point. No vocabulary.

(5) These are continuous pieces of prose. They will help to fix the vocabulary of "Colomba" in the pupils' memory, but the exercises are not made to illustrate grammatical rules, and, if the pupil is allowed to blunder through them by himself, he will contract a habit of writing slipshod French which it will be difficult to eradicate.

(6) It is interesting to note that the publishers still find it worth their while to produce new editions of this old-fashioned text-book. The method, if nothing else, is venerable: (1) rule; (2) French sentences; (3) English sentences and questions on the grammar. The voice of the modern language reformer is still the voice crying in the wilderness. In the elementary course some incomplete rules on pronunciation are given, and we are told that *est* = *é*. Otherwise the work has been carefully done.

"Modern French Series," advanced texts—(1) *Nouvelles Contemporaines*. With Notes and Biographical Sketches by J. DUHAMEL. Price 2s. net. (2) *Sacs et Parchemins*, par Jules Sandeau. Edited by B. MINNSEN. (Rivingtons.)

Consists of eight short stories by Theuriet, Claretie, Legouvé, Coppée, and less-known writers, averaging about ten pages each. The stories are interesting and full of idiomatic phrases. The notes on words like *gendarmérie*, *Président de la République*, *Sainte Pélagie*, give useful information not easily found in books of reference. There are a good number of slips and misprints: *voix cassante*, "sharp vice"; "love of God," for "law of God"; "Phædra," for "Phædrus"; "*L'Hôtel des Invalides*, the English Chelsea Hospital"; *Fleur* is not the Latin *florens* (*sic*), but from the German *flür* (*sic*); *liacul*, for *lincol*: "opium is the juice of the semiferous poppy," &c. The English language may have susceptibilities unknown to the French, but it makes no bones about "a poor devil."

(2) Sandeau's novelette is very familiar to all in its dramatized form, *Le Gendre de M. Poirier*. That the style is excellent goes without saying, but we doubt whether the plot will greatly interest English schoolboys. M. Minssen has done his part well. Now and then we desiderate a note. Thus, on page 4, *les yeux bien fendus* and *un caractère positif* are likely to grieve the average pupil.

FRENCH PRONUNCIATION.

(1) *The Versin Phono-Rhythmic Method, French and English*. By M. and J. VERSIN. (Lippincott.) (2) *L'Abécdaire of French Pronunciation*. By GABRIEL LEPRÉVOST. (Griffith Farran, Browne, & Co.)

Both these books may be found useful to a certain degree, but neither of them contains any real "phonetics," though the word is used often enough. The first is a manual specially intended for singers, and contains very full and sensible explanations and diagrams, but still only valuable in connexion with oral lessons. The second book is also of little use apart from a teacher. It chiefly consists of lists of words for practice in pronunciation; but no attempt is made to explain the sounds more difficult to Englishmen. There are useful hints on the elision of the mute *e*, division of syllables, and connexion of words.

FRENCH GRAMMAR AND EXERCISES.

(1) *The Beginner's French Grammar and Exercises*. By H. R. HARPER. (Rivington.) (2) *Nelson's Second French Book*. (3) *Cassell's Lessons in French*. By LOUIS FASQUELLE. Two volumes and a key.

Little need be said of Mr. Harper's book. He has found the beginner's book too hard, and tries to provide something easier. The book consists of easy phrases in French, with equally simple English phrases for re-translation, and a few grammar rules. The sentences are all detached. *Nelson's Second French Book* gives easier syntax rules and irregular verbs, with the usual exercises of detached sentences thereon. There are also a few pieces of continuous prose for reading and two vocabularies. *Cassell's Lessons* are similar in style, but are harder and fuller. They are reprints from the pages of the "Popular Educator," and as some hundred and forty thousand copies have been sold, it is evident that volumes of detached sentences are still popular. A key is provided, that the books may be used without a master.

Primer of French Philology and Literature. By E. TH. TRIÈ. (Williams & Norgate.)

With all respect for Mr. Triè, we cannot think it wise to attempt to compress the information on French philology necessary for the Scotch Leaving Certificate into forty small pages. This leaves about sixty for

a survey of French literature. Still, within its limits, the book is brightly written and its information clearly set out.

Mr. Nesfield has sent us a voluminous reply to the criticisms on his "English Grammar," for which we regret that we cannot find space. Only one of his strictures on our "hasty review" needs comment. "I never said that Gray made *lea* rime with *day*, and I never mentioned *day* at all." We accept the correction; but, if readers will turn to the paragraph (page 288), they will see that our reviewer's misapprehension was not unnatural.

PUBLICATIONS RECEIVED.

- ABBOTT, JONES & CO.—N.U.T. Edition of New Code, 1898. By J. H. Voxall and T. A. Organ. Price 1s. net.
- AMERICAN BOOK CO. (New York).—Applied Physiology, including the Effects of Alcohol and Narcotics. By Frank Overton, A.M., M.D. Advanced Grade. Price 80 cents.
- EDWARD ARNOLD.—Macaulay's Essay on Addison. Edited, with Notes, by Herbert Augustine Smith, Ph.D. Price 2s.—Concrete Arithmetics. Scheme B. By R. Lishman. Standards I., II., III., IV., and V., 2d. each; Standards VI. and VII., 3d. each.—Tellers of Tales. Edited by Richard Wilson. Price 1s. 6d.—Standard English Classics: Macaulay's Essay on Addison. Edited by Dr. H. A. Smith.—College Series of Latin Authors: Plantus, Captives and Trinummus. Edited by E. P. Morris. Price 5s. 6d.—Caesar. Book I. By Arthur W. Roberts.—Pope's Translation of Homer's Iliad. Books I., VI., XXII., and XXIV. Edited by W. Tappan.
- ANDREWS & SON (Epsom).—Epsom College Natural History Society Report for 1897. Price 1s. 6d.
- THE AUTHOR.—What to Say and How to Say It. Price 3d.
- GEORGE BELL & SONS.—The All-England Series: Cycle Touring. By A. W. Rumney. Price 1s.—Cathedral Series: Hereford. By A. Hugh Fisher. Price 1s. 6d.
- ADAM & CHARLES BLACK.—School Shakespeare: King Lear. By P. Sheavyn. Price 1s. net.
- BLACKIE & SON.—Science Handbooks: Elementary Chemistry, First Year. By T. A. Cheetham. Price 1s. 6d.
- WILLIAM BLACKWOOD & SONS.—Ancient Classics for English Readers: Pindar. By Rev. F. D. Morice. Lucrctius. By W. H. Mallock.—School Shakespeare: Merchant of Venice. Edited by R. Brimley Johnson. Price 1s. 6d.
- BLISS, SANDS, & CO.—Falstaff Shakespeare: Hamlet. Cloth cover, 6d. net; leather, 1s. net.
- CAMBRIDGE PRESS.—Cambridge Bible for Schools: Isaiah XL-LXVI. Edited by Rev. Dr. J. Skinner.
- CASSILL & CO.—Work. Vol. XIV. Price 4s.—Approved Metric Charts: Two Sheets. Price 1s. each.—Kronstadt: A Novel. By Max Pemberton. Price 6s.
- W. & R. CHAMBERS.—Chambers's English Dictionary. Edited by Thomas Davidson. Price 12s. 6d.—Alternative Geography Manuals: Standard IV., price 2d.; Standard V., price 3d.—Graded Arithmetic, English Code: Scheme B. Standards I. & II. Price 1s. 6d. each.—Object Lesson Book for Infant Classes and Standard I. Price 2s. 6d.—Alternative Geography Readers. Standard V. Price 1s. 6d.—Alternative History Readers. Standard V. Price 1s. 6d.
- W. B. CLIVE.—Euripides: Hippolytus. Edited by John Thompson and B. J. Hayes. Price 3s. 6d.—History of Rome, 325-232 B.C. By W. F. Mason and W. J. Woodhouse. Price 4s. 6d.—Euripides: Hippolytus. Translation by Thompson and Hayes. Price 1s. 6d.
- ARCHIBALD CONSTABLE & CO.—The Potentate: A Romance. By Frances Forbes-Robertson. Price 6s.
- A. G. DAWSON.—The Union Jack Displayed. Six Coloured Plates for Class Teaching. Price 2s. 6d.
- HIRSCHFELD BROS.—Compendium of Italian Pronunciation. By T. E. Comba. Price 2s.—Hosfeld's Series: Italian Pronunciation. By T. E. Comba.
- HODDER & STOUGHTON.—Dr. William Moon, and his Work for the Blind. By John Rutherford. Price 5s.
- J. B. LIPPINCOTT CO. (Philadelphia).—Poems by Robert Loveman.
- MCDUGALL'S EDUCATIONAL CO.—Essay Writing and Paraphrasing. By C. J. Dawson. Price 1s. 6d.—Synopsis of Advanced Chemistry. By W. J. Stainer. Price 1s. 6d.—Practical Organic Chemistry. By Chapman Jones. Price 2s. 6d.—Regular Attendance Charts. Price, unmounted, 1s. 6d.; mounted on board, 3s.
- MACMILLAN & CO.—A Treatise on Magnetism and Electricity. By Andrew Gray, LL.D., F.R.S. Vol. I. Price 14s.—The Attitude of the Greek Tragedians toward Art. By John H. Huddleston, B.A., Ph.D. Price 3s. 6d.—The Economic Journal for March. Price 5s. net.—The Holy Bible: containing the Old and New Testaments. To which is prefixed an Introduction by J. W. Mackail. Vol. VII. St. Matthew to St. John. Price 5s.—Simple Lessons in Cookery: for the Use of Teachers of Elementary and Technical Classes. By Mary Harrison. Price 1s. 6d.—A Text-Book of Botany. By Dr. E. Strasburger, Dr. H. Schenck, Dr. Fritz Noll, and Dr. A. F. W. Schimper. Translated from the German by H. C. Porter, Ph.D. With 591 Illustrations, in part Coloured. Price 18s. net.—The Journal of Philology. Vol. XXVI. No. 51. Price 4s. 6d.—Henry of Guise and other Portraits. By H. C. Macdowall. Price 8s. 6d. net.—Rätzels History of Mankind. Part 25. Price 1s. net.—Notes on Observations. By Sydney Lupton. Price 3s. 6d.—The Epodes of Horace. Translated into English Verse by Arthur S. Way. Price 2s. net.—An Elementary Course of Physics. By Rev. J. C. P. Ahlous. Price 7s. 6d.—Essays on Museums, &c. By Sir W. H. Flower. Price 12s. net.—The Principles of English Grammar. By H. J. Davenport and Anna Emerson. Price 3s. 6d.—March's Domestic Science Readers. Book VII. Price 1s. 9d.—Milton's Lycidas. With Introduction and Notes by W. Bell. Price 6d.—Siepmann's Advanced French Series: André Theuriet's L'Abbé Daniel. Edited by P. Desvages. Price 2s. 6d.—Jules Sandeau's Sacs et Parchemins. Edited by Eugène Pellissier. Price 3s. 6d.—Siepmann's Advanced German Series: Otto Elster's Zwischen den Schlachten. Edited by L. Hirsch. Price 3s. 6d.—Franz Grillparzer's Sappho. Edited by Walter Ripponmann. Price 3s.—Stories from the Classic Literature of many Nations. By Bertha Palmer. Price 6s.—Facsimile Business Forms. By Frederick Hooper and James Graham. Price 6d.
- HORACE MARSHALL & SON.—The Story of Canada. By Howard Angus Kennedy. Price 1s. 6d.—New Zealand. By William Pember Reeves. Price 1s. 6d.—The Story of South Africa. By W. Basil Worsfold. Price 1s. 6d.—The Story of Australia. By Flora L. Shaw. Price 1s. 6d.—The Story of India. By Demetrius C. Boulger. Price 1s. 6d.—The Rise of the Empire. Second Edition. By Walter Besant. Price 1s. 6d.

- METHUEN & CO.—The Confessions of St. Augustine. Newly Translated, with Notes and Introduction, by C. Bigg, D.D.—Gibbon's Decline and Fall of the Roman Empire. Edited by J. B. Bury. Vol. V. Price 6s.—The Standard Bearer. By S. R. Crockett. Price 6s.—Syria and Egypt. From the Tell el Amarna Letters. By W. M. Flinders Petrie. Price 2s. 6d.
- THOS. NELSON & SONS.—Portfolio of Pictures and Diagrams: Plant Life. Series IV. Eight Sheets. By Dr. M. C. Cooke. Price 15s.
- C. ARTHUR PEARSON.—Pearson's School Maps: Scotland. By A. J. Grayston, F.R.G.S. Price 10s. 6d.—Grayston's Blackboard Cloth. Per Roll, 12 yards by 4 yards, £1. 7s. Mounted on Rollers 35 inches by 24 inches, 2s.; 48 inches by 36 inches, 3s.
- GEORGE PHILIP & SON.—Phillips' Coloured Relief Maps. Price 1s. per doz.—Phillips' Blank Relief Maps. Price 8d. per doz.
- SIR ISAAC PITMAN & SONS.—Tourist Vade Mecum: French. Price 1s. German. Price 1s.—Hier und Da. Price 6d.—German Reader: Dickens's My Child Wife. Price 6d.—Madge's Letters: in German and English. Price 6d.—Pitman's French Weekly. Vol. II. Price 1s. 6d.
- RELIEF BROTHERS.—Some Elements of English Grammar. By L. C. W. Thring. Price 1s. 6d.
- GRANT RICHARDS.—Hannibal: A Drama. By Louisa Shore. Price 5s.
- RIVINGTONS.—Sacs et Parchemins, par Jules Sandeau. Edited by B. Minssen, M.D.S.A. Price 2s. net.—Nouvelles Contemporaines, by MM. Theuriet, Claretie, Legouvé, Coppée, Aicard, Grandmougin, Mouton, and Pouvillon. With Notes and Biographical Sketches by J. Duhamel, M.D.S.A. Price 2s. net.
- SAMPSON LOW, MARSTON, & CO.—The Queen's Diamond Jubilee Bible Text-Book. By John Jackson, F.E.I.S.
- JOHNSON & CO.—Student's Text-Book of Zoology. Vol. I. Protozoa to Chaetognatha. By Adam Sedgwick. Price 18s.
- SUNDAY SCHOOL UNION.—The Great Secret. By Francis Edward Clark. Price 1s.—The Sunday School Red Book. By F. F. Belsey. Price 1s.
- T. THOMPSON.—Knowledge, for April. Price 6d.
- UNIVERSITY CORRESPONDENCE COLLEGE PRESS.—Milton: Paradise Regained. Edited by A. J. Wyatt, M.A. Price 2s. 6d.
- FREDERICK WARNE & CO.—Stories from Dante. By Norley Chester. Price 3s. 6d.

CALENDAR FOR MAY.

(Items for this Calendar should be sent in before the 24th of the month.)

- 2 and following Mondays.—"Elocution and Voice Production," by Bernard P. Macdonald, 5.15 p.m. (College of Preceptors' Lecture Course.)
- University College, London. Faculty of Medicine opens.
- 3.—Parents' National Educational Union. Lecture, "He Prayeth Best who Loveth Best," &c., by Canon Wilberforce, 5 p.m., at 12 Kensington Palace Gardens.
- University College, London. First of a Course of Lectures on "Form and Style in English Poetry," by Professor W. P. Ker, 10 a.m.
- University College, London. First of a Course of Lectures on "Wages in the United Kingdom in the Nineteenth Century," by A. L. Bowley, 5.30 p.m.
- 3, 5, 10, 12, 17, 19.—"The Teaching of the Humanities (History and Literature)," by Dr. J. J. Findlay. (College of Preceptors' Lecture Course.)
- 3, 10, 17.—Lectures on "The Moral and Political Philosophy of John Stuart Mill," by W. H. Fairbrother, M.A., Lecturer in Philosophy, Lincoln College, Oxford, at 8.15 p.m., at London School of Ethics, Tavistock Place, W.C.
- 3, 10, 17, 24.—Royal Institution, Albemarle Street, 3 p.m. Four Lectures on "The Historical Development of Europe," by Samuel R. Gardiner, M.A., D.C.L., LL.D.
- 4.—University College, London, 4 p.m. First of a Course of Lectures on "Celtic Art," by Mr. J. Romilly Allen.
- 5.—Royal Institution, 3 p.m. Lecture on "Sir W. Scott," by the Rev. Canon Ainger, M.A., LL.D.
- 5, 12, 19, 26.—Sesame Club. Lectures on Wagner's "Der Ring der Nibelungen," by Mr. G. C. Ashton Jonson, at small Queen's Hall, Langham Place, 8.45 p.m.
- 6.—Royal Institution, 9 p.m. Lecture on "Living Crystals," by Mr. E. A. Minchin.
- 6 and following Saturdays.—"Education in its Ethical and Political Aspects," by Dr. J. J. Findlay, 10.30 a.m. (College of Preceptors' Lecture Course.)
- 7, 14.—Royal Institution, 3 p.m. Lectures on "Programme Music," by Sir Walter Parratt.
- 10.—St. Andrews Entrance Scholarship Examinations begin.
- High School for Girls, Norland Square, Notting Hill, 8 p.m. Lecture on "Some Characteristics of Victorian Literature," by Mr. J. N. Hetherington. (Teachers' Guild.)
- 10, 11, 12, 13.—Parents' National Educational Union Conference, Portman Rooms, Baker Street, 10.30 a.m. to 1 p.m. each day.
- 11.—Clapham Modern School, Clapham Common, 8 p.m. Lecture on "Education in Ontario," by Professor W. H. H. Hudson, M.A. (Teachers' Guild.)
- "The Relation between Physical and Moral Training," by Rev. Canon E. Lyttelton, 8.15 p.m., at Portman Rooms, Baker Street.
- 11, 12, 18, 19, 25, 26.—University College, London. Public Lectures by the Rev. E. Moore, on Dante's "Purgatorio."

- 11, 18, 25.—Lectures on "Greek Literature," by Arthur Sidgwick, M.A., LL.D., Corpus Christi College, Oxford, 8 p.m., at London School of Ethics, Tavistock Place, W.C.
- 12.—Lecture on "The Direction of the Will and Regulation of the Desires," 5 p.m., at 15 Belgrave Square.
- 12, 19, 26.—Royal Institution, 3 p.m. Three Lectures on "Natural Philosophy," by the Right Hon. Lord Rayleigh, M.A., D.C.L., LL.D., &c.
- 13.—University Hall, Gordon Square, W.C., 8 p.m. Discussion of some of the "Conference Subjects." (Teachers' Guild.)
Royal Institution, 9 p.m. Lecture on "Recent Experiments on certain of the Chemical Elements in relation to Heat," by Professor W. A. Tilden, D.Sc., F.R.S.
- 14.—Lecture to Children, "The Interest of Common Things," by Professor Hulme, 3.30 p.m., at 29 York Place, Baker Street.
- 15.—Post Translations for Competition.
- 20.—Royal Institution, 9 p.m. Lecture on "The Early Life and Work of Shakespeare," by the Right Hon. D. H. Madden, LL.D.
- 21, 28.—Royal Institution, 3 p.m. Two Lectures on "Biology of Spring," by J. Arthur Thomson, M.A.
- 22.—Post all School News, &c., and all Advertisements for May issue.
- 24.—The High School, Clapham, 8 p.m. Lecture on "Browning's Studies of Pictures and Painters," by Professor H. C. Shuttleworth, M.A. (Teachers' Guild.)
- 24, 27, 31.—"The Teaching of Mathematics," by Dr. J. J. Findlay, 5.15 p.m. (College of Preceptors' Lecture Course.)
- 28 (noon).—Latest moment for receiving urgent prepaid advertisements of Posts Wanted or Vacant for May issue.
- 31.—Royal Institution, 3 p.m. Two Lectures on "Literary Criticism in Greece," by Professor S. H. Butcher, LL.D., Litt.D.

The June issue will not be ready till FRIDAY, JUNE 3.

THE PRIVATE SCHOOLS' ASSOCIATION held their Conference at Birmingham. On the subject of the equipment of private schools, Mr. G. Brown (St. John's College, London) said that they, as private teachers who were so seriously involved, and whose capital was heavily at stake, should keep their eyes open to see that, in the changes which were about to come, no injustice was done to them. It was acknowledged by all statesmen that private enterprise had been carrying on a grand work in secondary education. Universities admitted that many of their best pupils came from private schools, and some of our best statesmen had acknowledged that they received the better part of their education in private schools. They, as private teachers, were not opposed to the reorganization of secondary education, if it could be shown that the country needed it. They asked no favour, but they claimed and demanded justice. The verdict of the Royal Commission, which recommended that private schools should be preserved, was a verdict to which the Commission had been compelled to come by the evidence placed before it. Was the country prepared to stand by that recommendation? The Science and Art Department was a usurping Department. It had in the past not merited, or at any rate not earned, the confidence of the people. If the schools needed reorganization, let the authorities say so, and let the changes be by Act of Parliament, and then no one could complain. Already twelve counties had been established as local authorities for the control of secondary education, and other counties had been notified to do so, and unless some stop was put to this quickly it would be too late. The effect on private schools was killing, because all the advantages offered to other schools were denied to private schools, however efficient. All efficient schools should be treated alike, and the grants made to pupils in other schools should be made to those in private schools. Mr. Bayley (Wellington College, Shropshire), the President, said that they were in competition with the rest of the world in education. The higher-grade Board schools were thoroughly equipped as regarded apparatus, books, and teachers. There were many School Board schools which were in many respects also equipped, but they lacked the qualified teachers. They had, he believed, one adult certificated teacher for 115 pupils, whereas in private schools they had an adult teacher for every fourteen or fifteen children, but they had not as yet all their teachers trained for their work. The Government should do what it could to remove all barriers which prevented the best of the assistants from undertaking work amongst the private schools. The Government would be justified in demanding the same cubic space per child from them as was expected from Board schools. The Government of England lacked that spirit of justice which should belong to a Christian nation. He challenged the Government to take him to any schools, however much they might be endowed, which did better work than private schools which he could point to. The moment they got a Registration Bill they would have a *status* such as the doctors had, and the Government would have to acknowledge them. He called it very un-English and unfair that they were not able to get a Registration Bill.

THE ANTWERP CONFERENCE ON COMMERCIAL EDUCATION.

By CLOUDESLEY BRERETON.

THE International Congress on Commercial Education was held this year at Antwerp. The choice was a happy one. Not only is the city one of the principal *entrepôts* of Continental trade, but it is specially remarkable in the annals of commercial education as the first town to found a veritable University of Commerce, which has served as model to all institutions of a similar nature that have since been erected in other countries.

The English contingent at the Congress was far the largest—the Government, the London Chamber of Commerce, the London County Council were all represented, not to mention a certain number of educational bodies of Yorkshire and Lancashire. The preponderance of the English element was recognized by the placing of two English presidents on the committee in place of the single representative accorded to other countries.

Four questions were set down for discussion: (1) The Utility of a complete Commercial Education; (2) The Extent of Commercial Instruction proper to Primary Education, (3) to Secondary Education; (4) The Nature of Higher Commercial Education.

Several speakers on the first question protested against early specialization. Your correspondent read a paper in French on "Higher Commercial Education in France." In the course of a fourfold inquiry in the scholastic and official worlds, among parents and business men, he had come to the conclusion that the higher commercial French schools had been of great service to that country. He showed that at the outset the idea of systematic commercial teaching had encountered as much active and passive opposition as it did to-day in England, but that, thanks to the exertions of such a thorough-going advocate as Monsieur Siegfried, the great mass of the mercantile world had been won over to the cause. What England wanted was that one of her merchant princes should follow the example of Monsieur Siegfried, and take up the crusade in London, or one of the business centres of the North.

On the second question the great majority of the *orateurs* were agreed that primary instruction should remain intact. Mr. Barlow, of London, said one was anxious in England to give the young Sandford and Merton of to-day a primary education which should be practical without specialization. This was denied by Mr. Nixon, of Manchester, who said there were English children of eleven and twelve taking up shorthand and typewriting. No doubt this was wrong, but it was done in deference to the wishes of the children. Strange argument this, to consider the children to have arrived at such years of discretion as to be capable of choosing for themselves! Mr. Layton, of Antwerp, rose to protest against a preposterous scheme that had been fathered on to the Bradford Chamber of Commerce, and to which the Associated Chambers of Commerce had consented to act as sponsors. This scheme, with a list of subjects long enough to satisfy the most exacting "faddist," was said to be based on the curriculum of the Preparatory School (non-existent!) of the Antwerp Institute. The latter is only open to students over seventeen, and this scheme was proposed as a proper standard of work for boys of fourteen! As the ideal of future ages the scheme is magnificent, but as the "would-be" practical proposal of a set of hard-headed business men it is simply deplorable. In commercial education, no doubt, the schoolmaster without the merchant may not be sufficiently practical, but the merchant without the schoolmaster seems even less so. Things are better managed in Germany, where, as a speaker informed the Congress, the commercial intermediate instruction is arranged by a joint board of pedagogues and business men, who regard each other's advice as indispensable in the drawing up of the curriculum. The English educational expert may well envy his German *confrère*, who is not without honour even in his own country.

The rest of the debate was merely a series of condemnations pronounced by the various speakers against any attempt to specialize in a commercial sense primary education.

The next day was devoted to the question of "commercializing" secondary education. Mr. Fabian Ware quite carried the meeting with him in a fervid profession of faith as to the real importance of education in the true sense of the word. He began by attacking a paper of a commercial educationalist *d'outrance*, who hailed from the Lycée Gala, Galashiels. (Surely a *lycée* is strictly a Government school, to which Eton or one of the twelve "public schools" might be regarded as equivalent; but this small cloth-manufacturing town can at best have but a "fustian" *lycée*?) Mr. Ware was, however, no foe to commercial specialization at the proper time. At Bradford, for instance, boys could specialize after the age of sixteen. Herr Stegemann said they had over two hundred intermediate commercial schools in Germany. There were seven in France, according to a French delegate, who complained of the discredit attached to the "modern" degree. The recipient was nicknamed "Bachelor of Grocery" (or, as we should say, "Licentiate in Tea-dealing"). Monsieur Siegfried summed up the discussion. Among all nations, it seemed to be felt that secondary education should not receive a commercial specialization,

but alongside of it in certain countries there did exist special schools of commerce for forming the rank and file of the commercial army.

Saturday's debate was devoted to expounding the utility of higher commercial education. At the request of Mr. Morant, who said the English delegates had come there to learn, speaker after speaker came forward and testified to the advantages of such an education.

Never was there such a cloud of witnesses, never such a consensus of favourable testimony. If the English delegates had but ears to hear, their ears should be ringing still with the evidence which was dinned into them. Herr Stegemann described the new Commercial University that was about to open at Leipzig. He gave an interesting account of the movement that led to its foundation. An inquiry was made among some five hundred merchants. Over four hundred were found favourable to the idea of a Commercial University, and only some fifty hostile or neutral. Students would be free to come and go as they liked; every subject would be brought up to date and left there; they had no notion of lowering the standard at first, to attract students, or of going out into the highway and hedgerow to compel them to come in. The standard was set high because they believed they were fulfilling a want, and they were not deceived in their belief: they had already had two hundred applications, although the building was not yet open. Happy Germany, where knowledge is assessed at its true value! Other speakers insisted on the excellent training afforded by these colleges to professors of commercial subjects, or to those entering the consular service. The Belgian Government, by throwing open many consular appointments to students leaving the Antwerp Institute, has recognized that the diplomate is not only despatched abroad "to lie for his country," but also to send back "home-truths" about defects in his country's commerce. In these days, when the diplomate becomes more and more a simple telegraph operator in close connexion with the Foreign Office, the commercial side of his duties tends to grow in importance.

To sum up: the Congress, though composed of those interested in commercial instruction, showed itself jealous of the rights of general education, and, as regards the higher commercial education, it is devoutly to be hoped that the English delegates "found salvation."

JOTTINGS.

THE Delegacy of Local Examinations of Oxford University, recognizing that masters and mistresses of schools may wish to qualify themselves for the Diploma in Education offered by the University, but may be prevented by their professional engagements from attending during term the course of practical work and instruction which is an essential part of the scheme, propose to hold another vacation course similar to those in August, January, and April last. This course of supervised lessons, criticisms, and lectures will last for four weeks, and will take place between the dates of August 6 and September 3, 1898. The fee for the course will be £7. 10s. Applications should be sent, before July 1, to Mr. M. W. Keatinge, M.A., 3 Keble Road, Oxford.

IN the Queen's Bench Division of the High Court, before Mr. Justice Wright, without a jury, an action was tried in which the Church of England Schools Company sued a clergyman named Merry for £20, school fees in lieu of notice of withdrawal of his two sons, whom he had refused to send back to the school, without giving the regular quarter's notice. The defendant made allegations of cruelty and incompetence against the management of the school. His lordship held that the headmaster of the school had been proved to have committed an error of judgment sufficiently grave to justify him in giving judgment for the defendant, with costs.

ACCORDING to the last report of the Cambridge Syndicate the December examination was held at 229 centres for boys and 197 for girls, boys and girls including 19 new centres each. The total number of candidates entered last year was 14,884, as against 14,416 in 1896 and 370 in 1858. In the 1897 Preliminary Examination 1,283 boys under fourteen were examined, 20 per cent. passing in honours out of 80.5 per cent. total passed; while among the 736 girls of the same class 7.1 per cent. passed in honours out of 56 per cent. total passed. 75 per cent. of the 1,206 boys above fourteen examined passed, and 80.5 per cent. of girls above fourteen passed out of 843 examined. Of 4,234 Junior boys under sixteen, 32.5 per cent. passed in honours out of 74.4 per cent. total passed; while 2,187 Junior girls under sixteen showed a result of 71.5 per cent. total passed, 23.3 per cent. passing in honours.

OF Junior boys between sixteen and eighteen, 57.7 per cent. passed out of 944 examined, and of Junior girls of the same age 62.4 per cent. passed out of 836 examined. 762 Senior boys under nineteen were

examined, 23 per cent. passing in honours out of 69.4 per cent. total passed; while 1,221 Senior girls under nineteen yielded 17 per cent. passed in honours out of a total passed of 73 per cent. 54 Senior boys above nineteen were examined, 24.1 per cent. passing; while of 84 Senior girls above nineteen examined 35.7 per cent. passed.

HOLIDAY courses still multiply. We have received most attractive programmes from Marburg and Jena. At the latter University, a special course in German for foreigners is held from August 3-23; and in the former there are courses in French, German, and English, both in July and in the latter part of August and beginning of September.

ON May 2 the London School of Medicine for Women begins its summer session. On that date its extensive new laboratories will be opened for the accommodation of students. These consist of large well-ventilated chemical and physiological laboratories, with a dissecting room at the top; all three rooms run the entire length of the building, can accommodate fifty students at once, and have lecturers' rooms and dressing and store rooms attached. The building has cost £7,000; it will be equipped with all the latest apparatus and furniture at an additional cost of £3,000. In the basement there is space for a physics laboratory, which can be fitted up when means will permit. This is the first of the three new buildings of the London School of Medicine for Women which the Council contemplate erecting; it lies on the east side of the garden of the present school, adjoining Wakefield Street. The second building, lecture-theatres, cloak-room, and library, will be on the north side of Handel Street. The third building, comprising common room, refectory, secretary's room, Board room, will stand on the east side of Hunter Street, from which the entrance will be made. The new buildings have been made necessary by the marked increase of the number of students, the last session beginning with a hundred and sixty-three. The Council are to be warmly congratulated on their distinguished success. It is good to see that room for a tennis-court—only one—has been left in the pleasant old garden of 30 Handel Street.

M. PAUL BARRIER writes from University College, Cardiff, as *délégué* of the Alliance Française, to call the attention of our readers to the courses the professors of the University of Paris will deliver to foreign students during the months of July and August. He says: "A feature of these courses on French language and literature, elocution and pronunciation, &c., of great professional value to English teachers, is that at the completion of the courses a board of professors will examine orally, as well as by written papers, those candidates who desire to sit for the *diplôme élémentaire* or for the *diplôme supérieur*."

THE *diplôme élémentaire* is awarded to candidates who are able to understand, to speak, and to write French; the *diplôme supérieur* is awarded to such of the candidates as shall have attended the various courses, and who, besides knowing French grammatically and speaking correctly, are able to teach it abroad. About two hundred lectures, lessons, &c., are included in the two months' courses, the inclusive fee for which is £6. Students may choose shorter courses, fee accordingly. Last year some fifteen English teachers obtained the diplomas. The lectures will be varied with a social and recreative programme.

IN a recent issue of the *Courrier de Londres* is published an eloquent appeal by M. George Petilleau, of Charterhouse School, Godalming, honorary president and *doyen* of the Société Nationale des Professeurs de Français en Angleterre, on behalf of a fund for the relief and assistance of the secretary of the Society, M. Gabriel Leprévost, who has been stricken with blindness beyond hope of recovery. M. Leprévost is known not only as a professor of French and as secretary of the Society, but as a poet and author of works of high literary merit. He has given painstaking and unsparing service to the Society, and his industry has hastened the blow which, threatened for some time past, has now fallen upon him. The effort set on foot by M. Petilleau is directed to the object of providing M. Leprévost with a small pension. Subscriptions are received at the office of the Society, 20 Bedford Street, Strand; or at Messrs. Coutts' Bank, in the Strand; by M. Petilleau, or other members of the Committee associated with him in the appeal.

PRESIDENT MOORE, of the New York Ethical Association, has created a sensation in Brooklyn by a recent intemperate temperance address, in which he said: "It is a fact that in some of the Brooklyn public schools the question has been raised as to requiring pupils to bring their luncheons to school, because many of the children who now go home at the noon recess, are permitted to drink beer with their dinners, and their school duties in the afternoon are seriously interfered with by the semi-stupor which follows beer intoxication." All the leading authorities of the Brooklyn schools characterize the statement as pure fiction, and have never even heard a whisper about such a state of things.

IN consequence of the great demand for tickets for the Summer Meeting of the London Society for the Extension of University Teaching, the Council intend to restrict the sale of guinea tickets to University Extension students. A limited number of tickets will be issued to other applicants at a charge of two guineas. A programme, with particulars of the meeting, can be obtained on application to Dr. Kimmins, University Extension Office, Charterhouse, E.C.

THE Rev. John Sidney Boucher, whose death occurred lately, was a scholar and exhibitor of St. John's College, Cambridge, where he graduated in 1845. He was one of the earliest masters at Radley, under Mr. Sewell; he was Headmaster of St. Paul's Grammar School, Knightsbridge, in the time of the Westerton riots; and he was subsequently master at the King's School, Warwick, and of a large school at Birkenhead. For eighteen years he was the Principal of the North Wales Training College, Carnarvon, and then he retired to a Suffolk rectory.

IN spite of the talk about the discontinuance of the courses of preparation for the London degrees at the Welsh University Colleges, provincial examinations in connexion with the London University continue to be held in the three Welsh University towns. The next half-yearly examination for Matriculation is announced to begin on June 13, and among the provincial centres are the University College, Aberystwyth; the University College, Bangor; and the Dumfries College, Cardiff (for the University College).

MR. ALEXANDER PECKOVER, Lord-Lieutenant of Cambridgeshire, has given £4,000 for the purpose of erecting a block of schools and workshops at the Eastern Counties Asylum for Idiots and Imbeciles. During the last few years a great advance has been made at this institution in teaching and training the higher-grade imbeciles in such work as wood-carving, carpentry, basket-making, tailoring, shoe-making, and mat-making, and it is for the purpose of further developing this branch of technical education that this gift has been made.

THE Town Council of Norwich have accepted a tender of £16,939 to erect the Technical Institute. It is hoped that the building may be ready for use by the autumn session of 1899.

THE Pinder Testimonial Fund, which is being raised for a presentation to Mr. T. R. Pinder on his retirement from the Headmastership of Norwich Middle School, has already reached nearly £300.

MIDSHIPMAN, who has just joined the China Fleet, is asked by the Admiral, who knows his people at home, to dinner. *Admiral*: "Well, young 'un, I suppose it's the old story, the fool of the family sent to sea?" *Middy*: "No, Admiral, that's all changed since your day."

PISCATOR writes to us: "Fishing this Easter on Dartmoor, I had for gillie a blue-eyed chubby lad of sixteen, with whom I conversed freely in the intervals of business. He had been five years at the Holne Schools, and two years at the Buckfastleigh Schools to finish up with, and had passed the sixth standard. Arithmetic? Yes, he'd done all arithmetic, and mental arithmetic was his forte. 'I walk four miles due north from my front door, and three miles due south: how far am I from home?' 'Twelve.' 'Think again' (question repeated in other words). 'Seven.' After a third unsuccessful guess, 'That beant no arithmetic, sir.'"

THE King Alfred School will open at Hampstead on May 2. Mr. C. E. Rice has been appointed Headmaster. As Mr. Rice comes from Bedales, we may look to see something of the influence of Dr. Reddie shown in the management of the school.

ANOTHER new school besides King Alfred's will open this month. Mrs. Findlay has made arrangements to start a kindergarten and training department in connexion with the North London High School for Boys.

THE Joint Agency will open early in May. The Rev. Frank Taylor, assistant-master at Bedford Modern School, has been appointed Registrar, at a salary of £250.

THE Library of the Education Department has been removed from 43 Parliament Street to St. Stephen House, Cannon Row, Whitehall. Cannon Row is exactly behind 43 Parliament Street.

THE article on "French Tenses" in the *Modern Quarterly*, which we assigned last month to Professor Victor Spiers, was from the pen of his brother.

THE new Lectureship in Education at Aberdeen University has been filled by the appointment of Mr. John Clarke, M.A. R.U.I. Mr. Clarke has had long experience in teaching work at Edinburgh Collegiate School and latterly at Aberdeen Grammar School, and has, moreover, acted as organizing secretary to the Technical Instruction Committee of the County Council of Aberdeen and clerk to the County Committee on Secondary Education.

THE Council of University College, London, have appointed Mr. H. L. Callendar, F.R.S., late Fellow of Trinity College, Cambridge, and now Professor of Physics in the McGill University, Montreal, to the Quain Chair of Physics in University College, about to be vacated by Professor Carey Foster.

MR. F. E. SWINSTEAD has been elected Honorary Secretary of the Assistant-Masters' Association in succession to Mr. J. Montgomery. For Mr. Swinstead twenty-seven votes were recorded, against seventeen for Mr. Longsdon.

THE REV. A. R. WHITHAM, M.A. of Magdalen College, Oxon., has been appointed Principal of the Culham Training College.

THE REV. A. B. BATER, B.A., lecturer at Warrington Training College, has been appointed Principal, Chaplain, and Secretary of Derby Training College.

THE REV. H. A. LESTER, tutor of St. John's College, Battersea, has been appointed Lecturer of Warrington College, in place of the Rev. A. B. Bater.

MR. S. W. FINN, M.A., late scholar of St. John's College, Cambridge, has been appointed Headmaster of Sandbach School, Cheshire. He was twelfth Wrangler, 1890, and for the last six years has been senior mathematical master and a house-master at Bedford County School. There were nearly two hundred candidates.

MR. P. K. TOLLIT, M.A., assistant-master at Bromsgrove Grammar School, has been appointed Headmaster of Derby School.

MR. T. HEADLAND SIFTON, M.A., second master at Sir William Turner's School, Coatham, Redcar, has been appointed to the Headmastership of King Henry VIII's School, Abergavenny, from which Mr. J. Webber is retiring at the end of the summer term.

FROM ABERYSTWYTH.

MEETINGS of teachers are known to be next to the most solemn meetings in the world. One speaker, enthusiastically dealing with the importance of the teacher's work, said: "A child's extremity is the teacher's opportunity." Not a smile was visible.

THERE are in Wales, with a population of two millions, eighty-seven intermediate schools with six thousand pupils, and three University Colleges with eleven hundred students.

TOO much breath, said Mrs. Behnke, dilutes the voice just as water dilutes whisky.

MRS. SANDFORD instanced the case of a pupil from an elementary school who, when transferred to a secondary school, was second only to the daughter of Dr. Murray.

HOME-WORK, said Mr. Simmons, is a wearisome superfluity to clever boys, and a serious drawback to dull boys. Preparation is teaching.

A GOOD child-story was told by Miss Woods:—

Child: I don't know many people that have their birthdays in March.

Mother: No, dear; none of your brothers or cousins were born in March.

Child: But I should think there must be a great many. It is such a dusty month.

Mother: Why do you think so.

Child: Well, the Bible says we are made of dust.

MR. HOLMAN had another interesting one.

Inspector: What are the manufactures of this town? (Silence and perplexity in the class.)

Teacher (timidly whispers): It's geography, children. (Then came eager answers.)

This is on a par with and explainable on the same grounds as another story we lately heard :—

Inspector : How many legs has a fish ?

(Unanimous answer)—Four.

Inspector : Have you ever seen a fish ?

Class : Yes.

Inspector : Well, how many legs has a fish ?

Class (as before) : Four.

Inspector : Have you ever caught a minnow ?

Class : Yes.

Inspector : How many legs has a minnow ?

Class : Four.

The form of the question suggested a lesson on quadrupeds, and the class needed a teacher to whisper that this was not a question from the book, but was addressed to their own observation.

"THE larynx is a box in which the voice is kept."—Such an answer illustrates the uselessness of trying to teach children something that has no connexion with their existing "apperceptive masses."

In order that English people may the better understand Welsh educational questions, Miss Hughes would like a new map of the country, where the distances between towns are based, not on the mileage, but on the time taken to get from one place to the other.

UNIVERSITIES AND SCHOOLS.

LONDON.

The expected has happened, and Mr. Fletcher Moulton has been put forward for the vacant seat on the Senate as a thorough-going opponent of the scheme embodied in the London University Bill. Dr. J. Bourne Benson, as most of us anticipated, has been put up as the strongest possible candidate for the votes of Convocation in favour of the Bill. If, as seems likely, he is defeated by Mr. Moulton, it will be a striking proof that Convocation is dissatisfied with the scheme, as Dr. Benson will, doubtless, carry with him, at any rate, some of his old supporters, and, of course, all the advocates of the Cowper Scheme will cast their votes in his favour. The election is fixed for May 24, the ordinary meeting of Convocation, and the result may affect the fortunes of the Bill in Parliament, if it has not been disposed of by that time. This contingency seems very possible, as the second reading, which was fixed for April 19, has been indefinitely postponed, and there have been rumours that the Government intend quietly to drop the Bill. Although the opposition in the Commons, as I foreshadowed, will be far more serious and general than was expected, it is stated that the Lord President intends to press the measure. Careful examination of the Bill shows that, to the three important points in which the Compromise of last July is broken by amendments in favour of the University teachers, must be added a fourth, providing that the Senate shall *consult the Academic Council* before recognizing as University teachers members of the staffs of institutions within a radius of thirty miles. This goes towards investing the faculties with power to co-opt future members of their own fellowship, which will thus tend to become a "close" body. Taken with the excision of the University examiners from the faculties, referred to last month, this indicates a move in the direction of oligarchical rule in the new University. No one has a good word for the insertion in the Lords of the words "as far as possible" in the provision for equality of standard in the examinations for internal and external students, and a London journal favourable to the Bill has just advocated the omission of the words "if practicable" in the clause arranging that in all examinations the Senate shall appoint in each subject at least one examiner who is not a teacher of the University. I am in hopes that my other points, mentioned last month, will be conceded when their reasons are understood. Sir John Lubbock will strongly oppose the Bill as it stands.

WALES.

The fourth annual meeting of the members of the Guild of Graduates took place at Aberystwyth on April 15, under the chairmanship of Mr. T. E. Ellis, M.P., the Warden of the Guild. Mr. J. E. Lloyd read the report of the literature section, which dealt with the progress made in the carrying out of the scheme adopted at the Cardiff meeting of the Guild for the publication of editions of the Welsh classics. Arrangements have now been made for the printing of the first volumes of the series. Two editions of each volume, differing somewhat in paper and binding, and priced at about 3s. and 1s. 6d. respectively, will probably be issued; and, as the literary labour involved in their preparation need not be very heavy, it is hoped that the volumes will appear in fairly rapid succession. At present the following have been definitely arranged for: (1) A complete edition of the works of Morgan Llwyd o Wynedd, edited by Mr. T. E.

Ellis, M.A., M.P. This is now ready for the press. The reprint will include several tracts which have not been republished since Morgan Llwyd's own day, and in it will be included for completeness sake some pieces by the author which are only known to exist in MS. (2) "Definiad Ffydd Eglwys Loegr." The editing of this volume has been undertaken by the Bishop of Bangor, who was arranging for its early appearance when laid aside by the severe illness which has occasioned such general concern. (3) "Synwyr Pen Pob Cymro," a collection of proverbs supposed to have been printed in 1546, and the "Primer" (which is dated in that year)—the two little books which lead off the annals of Welsh printing. Mr. Swenogfryn Evans and Mr. J. H. Davies have promised to see through the press a reprint of these two in one volume. (4) "Drych y Prif Oesoedd," Part I., a school edition, with notes by Mr. S. J. Evans, Llangefni. (5) One of the early Welsh versions of the "Imitatio Christi," to be edited by the Rev. H. Elfed Lewis.

Professor Anwyl reported that in the dialect section of the Guild a great deal of progress had been made in fixing the boundaries of the Welsh dialects.

The following officers and committees were elected :—Clerk, Mr. D. E. Jones. Treasurer, Mr. R. H. Pinkerton. Committee, Messrs. E. Anwyl, Charles Morgan, R. J. Rees, J. E. Lloyd, Charles Owen, J. Young Evans, Edgar Jones, J. H. Davies, Miss Diana Thomas, and Miss Dobell.

On the same day a discussion took place on scientific and technical education in Wales. An admirable paper was read by Mr. R. E. Hughes, M.A., H.M.I.S., in the course of which, giving a comparison between Wales of 1887 and Wales of 1897, Mr. Hughes stated that in 1887 Wales and Monmouthshire possessed twenty-seven endowed secondary schools with an annual endowment of £12,800. The schools were for boys only, and were attended by 1,540 scholars, less than 500 of whom were learning some rudiments of natural science and none receiving any trade or technical education. There were 150 private secondary schools, educating 2,290 boys and 1,807 girls. Cardiff, Merthyr, and other large towns had no endowments for secondary education. Merioneth, with a population of 54,790, had 40 boys only receiving secondary education. In 1897, on the other hand, there were in Wales 95 public schools, of which 69 were founded under the Welsh Act. Of that number 86 were county schools: 19 for boys only, 19 for girls only, 42 dual, and 6 mixed; so that girls now get equal justice with boys. Those schools were attended by seven thousand boys and girls, all of whom were receiving complete and thorough education. Of the old endowed schools in Wales, nine were required to teach some branch of science or technique, but the work was either not done or done in a haphazard and irregular fashion. There was neither in North nor South Wales an efficient chemical or physical laboratory, excepting at the University colleges, nor was there experimental science taught. Science was taught at Brecon and Llandovery, but the fact that the science scholarships were awarded at Jesus College, without, he believed, any practical test whatever, indicated how rudimentary the instruction in practical science was. How different all was to-day! The colleges were so equipped as to challenge comparison with the very best institutions in England. In Wales there were nearly a hundred public schools where science was a necessary feature of the curriculum. About 60 per cent. of the schools were housed in substantial and up-to-date premises, possessing laboratories where practical science could be taught and where also the technical applications of science suitable to the locality would be given. To-day about £92,000 per annum was spent on intermediate education in Wales. After giving instances of the work done in intermediate schools of Wales, Mr. Hughes asked if scientific and technical education was in as flourishing a condition as at first sight it appeared to be. Quoting figures, Mr. Hughes said the greatest number of papers were worked in what are generally termed elementary school subjects, and hoped that did not mean that county schools were at present only higher elementary schools. Out of a total of 55,861 papers worked, 4,926 only were on science or technical subjects, which was not one in ten. Out of the eighty schools in agriculture and mining in Wales, only four taught agriculture, and one only taught mining. In practical science matters were still worse, for only six schools professed to teach practical chemistry. Four professed to teach practical physics, and three only manual instruction. There was no doubt from the examiners' remarks that science was not taught as generally or efficiently as it should be. The examiners pointed out that the methods of teaching were often most at fault. Thoroughness should never be sacrificed for area. The pupil should be taught nothing except how to use his hands, how to observe accurately, and how to deduce rational conclusions. In short, science teaching should be a series of organized object-lessons. Teaching should be entirely practical, and the laboratory the only lecture-room required. That was not difficult if the examiner could be kept out, and the inspector only allowed to enter, for examination was no test of thorough teaching. For the sake of Wales, do not let them drift back to the dark days of the examination fiend. He was absolutely convinced that examinations were utterly pernicious and wrong, ruinous to the morals of examiner and examinee, and in science unreliable as the criterion of the quality of the teaching. The weakest

point in Welsh educational armour, Mr. Hughes continued, was the absence of first-class technical schools.

The Warden of the Guild (Mr. T. E. Ellis) said that Mr. Hughes illustrated one difficulty in the intermediate system of Wales. The progress of Wales during the past few years in organizing its educational system was so great and so rapid that every official report soon got out of date. Take, for instance, the question of temporary schools or the number of chemical and physical laboratories in Wales. Every day put the figures out of date and made them a sort of an anachronism, and he ventured to say that in the course of the next five years there would not be more than about ten schools, or even less, in the whole of Wales without a fairly complete chemical laboratory, and that a very large number of schools would also have a physical laboratory for the practical work of science. In regard to the financial provision for intermediate education, Mr. Hughes stated that the total sum available for intermediate education in Wales was £92,000. He might also have made a rough calculation of the amount spent upon building.

Mr. Hughes said it was £170,000.

The Warden believed that at the end of the present year the figures would be nearer a quarter of a million spent upon actual buildings in Wales and Monmouthshire. That would not include some of the larger schools, such as the boys' school at Cardiff, upon which a vast sum of money would have to be spent. With regard to the £92,000 devoted to the annual maintenance of intermediate education, which, as it was, was far larger than was anticipated a few years ago, it was already wholly insufficient for the purpose, and very soon—the sooner the better—Wales would have to start a movement to increase the halfpenny rate, and the halfpenny Exchequer contribution to meet it, to a penny rate, and an equal sum from the Treasury, in order to get the schools thoroughly well established. There was nothing providential in the grant of a halfpenny rate, for that sum was the lowest possible, and very many people in Parliament—and, he was bound to admit, many of his own colleagues in the representation of Wales—were very fearful that Wales would not adopt the halfpenny rate. Instead of that, every county in Wales had not only adopted the halfpenny rate, but the majority had levied a technical rate. The halfpenny rate produced about £19,000 in Wales, to which the Treasury added another £19,000, or £20,000. If a penny instead of a halfpenny rate was levied and the Treasury made a corresponding contribution, Wales would have nearly £40,000 for the purpose of intermediate education. While he was very willing to accept everything by way of criticism of science teaching in intermediate schools, he should like to modify somewhat Mr. Hughes's survey. He said there was only one intermediate school taking mining, only four taking agriculture, and comparatively few taking practical chemistry and practical physics. He (Mr. Ellis) thought that was incidental to the present condition of intermediate schools in Wales. For some years they would have to cope with two great difficulties. The first difficulty was that a large number of children come from primary schools quite unacquainted with science teaching and with many intermediate and secondary subjects. Secondly, intermediate schools had to cope with the whole subject of the organization of the schools themselves. He had no doubt that when those difficulties were surmounted there would be more general teaching of scientific subjects. There was another modification he should like to suggest. It was true that only one intermediate school taught mining. But then it should be remembered that mining was distinctly a very special subject, and, at any rate, South Wales had taken a very forward step in coping with that difficulty by the County Councils concerned commissioning the South Wales colleges to do the higher technical training. There was also good work being done at Swansea. He looked forward to the time when, in addition to the splendid work being done in the College, a splendid school, such as existed in Manchester, Bradford, and Leeds and some of the West Riding towns of Yorkshire would be established at Cardiff. With regard to the question of agriculture, Bangor and Aberystwyth were doing admirable work, and were taking up the threads of scientific teaching in agriculture.

SCOTLAND.

Among those whom Aberdeen University delighted to honour by conferring on them the degree of LL.D. was Professor Saintsbury. Among his merits the local newspapers—the matter was not referred to at the graduation ceremony—included his well-known knowledge of cookery. Another honorary graduate was Mr. Adam, of Cambridge, the Plato authority.

A feature of the last winter session at Aberdeen was the success of the women students. They carried off quite a notable number of prizes. The number of these students is at present seventy. The University is in need of some reinforcement of its numbers, for the figures for the last four years are not encouraging. The number of candidates at the last bursary competition was only 156.

We observe that Dr. Glog, who is conducting the Biblical Criticism Class at Aberdeen, received a presentation in recognition of his services. After the ceremony there was a service in the chapel. Professor Johnston was present, but when it became necessary to shake hands with the students he held back!

At the first annual meeting of the Aberdeen University Endowment Association, the pleasing announcement was made that Miss Cruikshank had offered £15,000, to be used in acquiring, laying out, and endowing a botanic garden for the University, in memory of her brother, the late Mr. Alexander Cruikshank. The remaining objects regarded by the Association as pressing are: (1) The establishment of a Professorship of History and Archaeology; (2) the provision of additional funds for the administration of the University Library and for the purchase of books; (3) the endowment of a Lectureship in German. At present there is a balance at the credit of the Association of only £274. 15s. 2d., so that money is urgently required. Meantime Honours classes in French and German have been established.

The Lectureship in Education at Aberdeen has been given to Mr. Clarke, of Aberdeen Grammar School, recently examiner in education. The strongest applicant for the post was, of course, Mr. Adams, of the Aberdeen Free Church Training College. One is curious to know how he came to be passed over. There was one lady among the candidates.

The Grant-Bey collection of some 1,150 objects is to be placed in Aberdeen University.

A distinguished graduate of Aberdeen University died recently, Dr. Morrison, Principal of Geelong College, Australia. His eldest son is the correspondent of the *Times* at Peking, the gentleman whom Mr. Curzon admires so much.

Mr. Matthew Shirlaw has the distinction of being the first to obtain by examination a musical degree at a Scottish University. He was presented last month for the degree of Bachelor of Music at Edinburgh University. The Professor of Music there, Mr. Niecks, is delighted with the power of the Edinburgh school-children to join in part-singing at sight. Their proficiency, he says, excels anything he has seen in Germany.

Professor Charteris has resigned the Chair of Biblical Criticism in Edinburgh University. He has held this post since 1868.

In addition to his bequest for the foundation of a Professorship of Ancient History and Paleography, Sir William Fraser has left a large sum for library purposes, and for the encouragement of history, &c., at Edinburgh University.

The Edinburgh University Council has made the sensible suggestion—which has been made in these columns more than once—that benefactors of the University would increase the value of their donations by omitting to attach specific conditions. These often hamper Universities, who would prefer to have a free hand in applying moneys.

The Glasgow University Court has instituted Honours classes in French and German. The Court has also approved a report by the Joint Committee of the four Universities upon penal or disciplinary powers over graduates, and has resolved to support the proposal that the General Medical Council should endeavour to obtain from Parliament an amendment of the Medical Act, 1858, to prohibit any medical graduate of the University from continuing to take or use the name or title appropriate to his degree after his name has been erased from the register, and so long as such an erasure continues in force.

Some excitement was stirred at Glasgow University by the attempt of an excited gentleman, with a grievance—non-academical in origin—against Professor Ramsay, to assault the Professor. The attempt was visited with seven days' imprisonment.

A conference has been arranged between St. Andrews University and Dundee University College. It is hoped that the conference will lead to a settlement of the matters in dispute. Another proof of the calmer feeling prevailing may be found in the fact that at the last meeting of St. Andrews University Council Principal Donaldson acknowledged the great diligence and impartiality of the Marquis of Bute as Lord Rector, and the gratitude due to him by the University of St. Andrews for his great interest in it.

The School Boards continue to draw attention to the desirability of retaining children at school for a longer period. The Aberdeen Board think children should not leave till they have passed the sixth standard, or, preferably, till they have reached thirteen years of age. An amendment moved by Mr. Keir, President of the Trades Council, is interesting. It aimed at retaining children till the age of thirteen, and till the age of fourteen if they have not passed the sixth standard. There is, however, a considerable body of opinion adverse to any change.

The Glasgow School Board will not undertake to maintain the Hutcheson's Schools on their present footing unless the *whole* of the endowment applicable to the schools is transferred with the schools. This will not suit those that wish to devote more of the Hutcheson Trust money to charitable purposes.

There is a proposal to set up an Agricultural College for the south-west of Scotland, but the Glasgow Technical College is naturally unfriendly to a proposal that threatens a department of the College work.

Everybody was pleased to find Sir John Gorst praising the advanced state of education in Scotland. He said things very pleasing to our national vanity about the superior condition under which primary education is conducted on this side of the Tweed. Mr. Macnamara was less complimentary.

At the last examination for admission to training colleges 239 men

and 1,113 (!) women passed. The time seems to be approaching when primary education will be wholly in the hands of women. The total number of candidates—1,628—seems to show that teaching is popular in spite of its drawbacks.

IRELAND.

The Annual Congress of the Primary Teachers has been held in Dublin since Easter. It was opened by the Lord Mayor, who attended in full state, accompanied by the officers of the Corporation and escorted by a troop of mounted police. The teachers have the full sympathy of every class and rank and of all creeds and politics in the struggle they are obliged to carry on against Government for the simplest justice—for fair remuneration and the improvement of the system of education. Their grievances are so well known now and have been so often discussed that there was comparatively little time spent on their further exposition at the Congress; but they were all reviewed in the able address of Mr. Clarke, the President. The Congress was a stormy one, being chiefly occupied by a discussion on the report of the Executive Committee. The Committee last year were engaged in trying to get back the arrears of fee-grant, amounting to nearly £100,000, of which the teachers have been defrauded by the Treasury. About the same time the Government had discovered that the pension scheme must be reconstructed if bankruptcy was to be avoided. After prolonged negotiations, the Executive Committee last July agreed to accept the new pension scheme (without, however, fully knowing its provisions) on condition of at once receiving the full amount of the arrears. In acting thus, without consulting the body of teachers which they represented, they undoubtedly made a serious mistake. When the conditions of the pension scheme were fully known they were indignantly refused by the teachers, and the Executive Committee repudiated their bargain with the Government. The result is that the arrears have never been paid, and it is extremely doubtful if the Government intend to pay them, judging by the last reply given to a question on the subject in the House. This is plainly disgraceful conduct on the part of the Government, for the arrears are actually part of the teachers' salaries, of which they were deprived for several years through the arrangements and bad management of the Treasury.

The chief evils in the new Pension Scheme are the largely increased premiums the teachers are required to pay, and the reductions in the amounts of the pensions. It is a question whether such changes can be introduced without a new Act and compensation to existing teachers who entered their profession under what were supposed to be certain fixed conditions, which have now been altered much for the worse. Legal opinion differs on the subject, but recently Chief Baron Palles, perhaps the highest authority in law on such points, has declared that the Lord Lieutenant has no power to enforce the new regulations. The Chief Baron is one of the Commissioners of National Education, and, under his advice, the latter are hesitating to hand over to the Treasury the amount of the increased premiums which, due on April 1, the teachers have paid to the Commissioners. The Government have said in the House that the question can be settled by an action in court. It remains to be seen if they themselves will take an action against the National Board to recover the money paid over to the Board by the teachers.

At the Congress, severe criticism was expressed on the Executive Committee for their action in agreeing to the Pension Scheme, and finally the report was, by a great majority, only "received," not "adopted." Strong resolutions were passed, pledging the teachers to oppose the Pension Scheme to the utmost.

On the educational side, the Congress again reiterated the demand of the teachers for compulsory education, the abolition of the results-fees system, and the appointment of a certain number of able teachers to inspectorships, and to seats on the National Board. It is a fact that most of the present inspectors are so little practical educationalists that they have never been inside a primary school till they enter it to inspect it.

The managerial question remains still unsettled. In the Synod of the Episcopal Church, held the week after that in which the Congress met, a motion, introduced by the Rev. Kingsmill Moore, was passed, offering to the teachers a court of appeal against dismissal by a manager, consisting of the Bishop of the diocese and any other opinion he chose to obtain. This offer will be of little avail. In the first place, it would hardly be used by Protestant teachers belonging to the various Dissenting bodies; and, secondly, the teachers have at the recent Congress, and repeatedly before, declared that they will not accept an appeal to a wholly clerical authority. Lord Justice Fitzgibbon pointed out, at the Synod, that any court of appeal is of little use till the law is altered. The manager has still power, legally, to dismiss any teacher, and need not, unless he chooses, yield to any court of appeal; nor have even the National Commissioners power to compel him.

The question of scientific and technical education has been prominent in Dublin lately. The Royal College of Science in Stephen's Green is prevented from meeting the requirements of the present time in Ireland, or even carrying on the work laid down for it thirty years since, by want of suitable buildings and appliances. Government

inquiries on the subject have been held more than once, and affirmed the need, but nothing has been done. A strong agitation is now being carried on to force Government to take some steps, stimulated, no doubt, by the fact that £2,555,000 is about to be spent in London on buildings for science and art, and other purposes—money to which Ireland contributes far more than her fair share.

As a specimen of the treatment by the Department and Treasury of the Irish College, we may take the case of Dr. Lyon, who, six years ago, was appointed to teach practical engineering, but has been left without the necessary appliances for teaching it ever since, and has been employed instead in teaching geometrical drawing, for which he is not specially qualified. Such management is pure waste.

Meantime the Kevin Street Technical Schools have become so overcrowded that new buildings are urgently needed. The governors have been saving their unexpended balances from the Science and Art grant and the rate struck by the Corporation, for some time, and considered that they had now a sufficient sum with which to begin building operations. When, however, the matter was laid before the Corporation, the Finance and Leases Committee took alarm lest the Corporation should be held responsible by the Local Government Board, such unexpended balances not being available for expenditure on lands and buildings. This view is confirmed by legal opinion. So matters are brought to a halt.

Meantime it appears that many of the students in the schools are being taught English, arithmetic, writing, and other subjects of general education, to which students is due some of the overcrowding. This teaching may be necessary from the deficiency in the general knowledge of the pupils who come to the schools, but such subjects should be taught in the primary schools (already paid to teach them), and the passing of a simple examination in them be required from all entering the Technical Schools.

It is also maintained by Professor Fitzgerald and others that the schools should be in connexion with the College of Science and under one roof with it in a large central building. There would be immense advantages in this, undoubtedly, both in economy and in giving the highest advantages to the students. It is, however, opposed by some of the professors of the college, apparently from the fear that it might lower and impede the higher teaching of science in the college. This is not at all necessary, nor is it even probable, seeing that every day is making such higher science-teaching more essential in industrial pursuits. It might be said that working men would go more readily to schools scattered through the city, and at their own doors, than to a central institution at a greater distance. Dublin, however, is a small city with a splendid locomotive service, and most of the present students in Kevin Street come from considerable distances.

It is to be hoped technical education may be placed on a proper footing next year (at the latest), when it is hoped we may obtain a Board of Agriculture and of Industries, the legislation for which was postponed last year. In remedying this, perhaps the worst of Irish grievances, it is to be hoped that scientific instruction may be freed from the control of the English Department, which seems as unable to understand Irish conditions as it is wholly indifferent and negligent in providing for them.

UNIVERSITY COLLEGE, LONDON.

Owing to the return of Professor Sully, whom everybody was delighted to see restored to health, the Psychological Laboratory was got into working order last term. Professor Sully is assisted in the work by Dr. H. R. Rivers, and they were joined by six students. The students have been mainly concerned with making experimental tests, such as the estimation of lifted weights and the measurement of certain aspects of sight and hearing, also in measuring one another's ability to discriminate points of contact, heat and cold spots. The new department seems likely to be much appreciated.

The summer term of the Faculties of Arts, Laws, and Science commenced on April 26. In addition to the regular courses, there are a great many special courses to be held this term. In the department of Archaeology the Yates Lecturer, Mr. Romilly Allen, will give a course of eight lectures: Wednesdays, at 4 p.m., on "Celtic Art"; Professor Flinders Petrie, who has recently returned from Egypt (Thursdays, 3 p.m.), on "Recent Discoveries"; in the department of Political Economy, the Newmarch Lecturer, Mr. A. L. Bowley (Tuesdays, 5.30), on "Wages in the United Kingdom in the Nineteenth Century"; in the department of English, Professor Paton Ker (Tuesdays and Thursdays, 10 a.m.), on "Form and Style in English Poetry," and Dr. Gregory Foster (Fridays, at 5), on the old English epic "Beowulf"; in the department of Italian the Barlow Lecturer, the Rev. Dr. Moore (Wednesdays and Thursdays in May, 3 p.m.), on Dante's "Purgatorio"; in the department of Zoology, by Dr. G. H. Fowler (Fridays, 11 a.m.), on "Recent Oceanic Exploration"; in the department of Architecture, by Professor Roger Smith (Tuesdays, 6 p.m.), on "Renaissance Architecture."

The prospectus of the summer session of the Faculty of Medicine, which opens May 2, is made specially attractive by two frontispieces, one showing the beautiful dome of the College, the other the plans

for the new Hospital, now in course of erection by Sir Blundell Maple. The clinical work of the Faculty will not be disturbed, as the present Hospital will not be pulled down until enough of the new building is complete to enable the work of the Hospital to go on without interruption.

The spirit of cooperation, by which alone a real University in London can be made, is spreading to the medical schools: the Medical Faculty of the College, in conjunction with that of King's College and seven other medical schools—Charing Cross, Guy's, Middlesex, St. George's, St. Mary's, St. Thomas's, and Westminster—has arranged a joint system of clinical instruction for post-graduate students.

The College is cooperating with the London Extension Society in making the Summer Meeting a success. Professors Sully and Ramsay are lecturing, and, by permission of the Council, a conversazione will be held on June 2.

The College has lost one of the most distinguished of its Fellows in Sir Richard Quain. By his death a vacancy is caused on the Senate of the University of London.

Dr. Bourne Benson, a member of the College Council and a London graduate of great distinction, is standing as the candidate supporting the University Bill now before Parliament, and should receive the votes of all who desire to help on the reform of the University.

The arrangements for the opening of the new athletic ground and pavilion are not quite complete, but it is understood that the ceremony will take place at the end of May or beginning of June. Foundation Day has been fixed for June 17. The Oration will be delivered by Professor Augustine Birrell.

PRIZE COMPETITIONS.

The Translation Prize for April is awarded to "Naturam expellas furca."

The winner of the Translation Prize for March wishes to remain anonymous. The £2. 2s. has been forwarded to the Children's Country Holidays Fund.

The name of the winner of the Translation Prize for January was accidentally omitted; it is R. S. Pirie, Esq., Feuerstein Villa, Mellison Road, Tooting, S.W.

La nature est impitoyable; elle ne consent pas à retirer ses fleurs, ses musiques, ses parfums et ses rayons devant l'abomination humaine; elle accable l'homme du contraste de la beauté divine avec la laideur sociale; elle ne lui fait grâce ni d'une aile de papillon, ni d'un chant d'oiseau; il faut qu'en plein meurtre, en pleine vengeance, en pleine barbarie, il subisse le regard des choses sacrées; il ne peut se soustraire à l'immense reproche de la douceur universelle et à l'implacable sérénité de l'azur. Il faut que la difformité des lois humaines se montre toute nue au milieu de l'éblouissement éternel. L'homme brise et broie, l'homme stérilise, l'homme tue; l'été reste l'été, le lys reste le lys, l'astre reste l'astre.

By "NATURAM EXPELLAS FURCA."

Nature knows no pity. She will not abate aught of her flowers, her music, her scents, or her sunshine before the abomination of man. She overwhelms him with the contrast between divine beauty and the ugliness of human life; she will not spare him a butterfly's wing or a bird's note. In the very midst of his slaughter, his vengeance, and his barbarity, he has to face the gaze of sanctities; he cannot escape the boundless reproach of universal gentleness or the relentless calm of the blue above him. In the fierce light of the eternal the deformity of human laws must show in all its nakedness. Man may break and bruise, man may waste, and man may slay, but summer remains summer, lily remains lily, and star remains star.

We classify the 182 surviving versions as follows:—

First Class.—Staffa, W.S.M., 100,000, Vetter aus Bremen, Nazianzen, Bobus, Acta non verba, E.M.W., Sirach, W.H., Aix, Leod, (J. H.) Lierre, W.W.W., Macken, Ann, Citizen, Sans merci, Ugolino, Fortes et fideles, Antiqua, Peterite, Naturam expellas furca, Tintner, Apathy, A.M., E.H.O., Ποι.

Second Class.—Quasimodo, Youngaton, Stamford, Field Ermine, Spitzbergen, St. Moritz, Bloodstone, Silly Suffolk, Garameta, John Edals, A.P., Lierre, Du, H.D.E., Vernex-Montreux, Chick, Marelizar, Wanderer, L'oisel, Birthwood, Fiona, 79th, Sirama, Covasson, Chingleput, S.C.C.R., J., Eicarg, Arbor Vale, Little Erasmus, G.U.I., Canterbury, La Claquette, Frig, A.L.L.P., Spindrift, Gwynedd, Penarth, Enryb, Aimée Martin, Jack Point, Rolobo, Dr. Dee, E.M.C., Estuary, Peashooter, Function, Jean, Piano-organ, Shirwood, D'Auban, Prospero, Hector, Jargos, Carrington K.H.S., Doris K.H.S., Bella horrida bella, Calvados, Ryber, Tip, Besom, Tachot, Kent, E.A.M., El Machobi, En avant, H.M.S., Wem, Reprox, Solidar, Instar

(Continued on page 296.)

EDUCATIONAL WORKS BY **ALFRED HILEY, M.A.**

1. MENSURATION AND LAND SURVEYING.

Fourteenth (Enlarged) Edition. Pp. 244. Answers at end. Price 2s. 6d. This work has been placed by the London School Board on their Requisition List for the use of Pupil Teachers.

2. RECAPITULATORY EXAMPLES IN ARITHMETIC.

Sixteenth Edition. Pp. 243. Either with or without Answers. Price 2s.

Published by LONGMANS & CO., LONDON.

NEW WORK BY PROFESSOR EARLE.

Recently Published. Crown 8vo, 6s.

A SIMPLE GRAMMAR OF ENGLISH NOW IN

USE. By JOHN EARLE, M.A., Rector of Swanswick, Rawlinsonian Professor of Anglo-Saxon in the University of Oxford, Author of "English Prose: Its Elements, History, and Usage," "The Philology of the English Tongue," &c.

The *Morning Post* says:—"Can be studied with profit by every student of English."

From the *Athenaeum*:—"Professor Earle's book is extremely interesting, and contains a great deal of original and usual information."

LONDON: SMITH, ELDER & CO, WATERLOO PLACE, S.W.

Headmasters should apply for

BORWICK'S
THE BEST
BAKING POWDER
IN THE
WORLD.
POWDER.

Recommended
for Schools and
Families for
the best Cakes,
Pastry, and
Puddings.

Adopted by the London School Board.

THE ONLY COMPLETE ENGLISH EDITION.

Students' Edition, complete in One Vol. demy 8vo, cloth, 328 pp.

Price
5s. Mothers' Songs,
Games, and Stories.

An English Rendering of **Frebel's "Mutter- und Kose-Lieder."**

By FRANCES AND EMILY LORD.

With an Introduction by FRÄULEIN HEERWART.

This Edition is identical with that originally published at **7s. 6d.**, and contains faithful reproductions of **ALL** the quaint Woodcuts of the original German Edition. The **whole of Frebel's Music** is given (75 pages), with an added **Accompaniment for the Pianoforte.**

A section of ruled paper for students' notes is bound up at end of volume.

"No one can study it without being benefited by its genuine knowledge of child nature."—*The Kindergarten (Toronto).*

"Miss Frances Lord shows that she has entered upon her work with the true instinct of a teacher. The book should be in the hands of every mother."—*School Guardian.*

LONDON: WILLIAM RICE, 86 FLEET STREET, E.C.

PROFESSOR MEIKLEJOHN'S SERIES.

The United States: their Geography, Resources, and Commerce, with Tides and chief Ocean Currents. By M. J. C. MEIKLEJOHN, B.A., F.R.G.S. Crown 8vo, 96 pp. . 6d.

A New Arithmetic. By G. A. CHRISTIAN, B.A. Lond., and G. COLLAR, B.A., B.Sc. Lond. Crown 8vo, 562 pp. Second Edition . 4s. 6d.

"We recommend teachers and students to judge for themselves what a powerful auxiliary to success has been given them by the experience and judgment of the able authors."—*Schoolmaster*.

"We also welcome it because in several of its chapters—such, for example, as those on factors, decimal fractions, involution and evolution, surds, and logarithms—it seems to us to mark a distinct advance on the majority of its predecessors."—*School Guardian*.

"It is not too much to prophesy that this reliable exposition of the principles of Arithmetic and carefully collated examples will become the leading text-book for P.T. Centres, Schools, and Colleges."—*The Pupil Teacher and Scholarship Student*.

"Have nothing but praise for your book, and will immediately put it on our list of recommended text-books."—H. B. Ayres, Esq., Correspondence Classes, Barnsbury, N.

A School Algebra for Junior Forms. By F. OSCAR LANE, B.Sc. Lond., Assistant-Master, King Edward's School, Birmingham. Crown 8vo, 232 pp. . 1s. 6d. With Answers, 266 pp. . 2s.

"A very trustworthy book for beginners, extending to indices, surds, and progressions."—*The University Correspondent*.

"The scientific method, from known to unknown, from Arithmetic to Algebra, has invariably been adopted, while lucid explanations and proofs precede oral exercises, followed in turn by numerous carefully-graduated examples for attaining the necessary mechanical accuracy."—*The Educational News*.

The English Language: its Grammar, History, and Literature. By J. M. D. MEIKLEJOHN, M.A. Sixteenth Edition. Enlarged, with Exercises and additional Analysis. Crown 8vo, 470 pp. . 4s. 6d.

To this well-known standard work the following important practical additions have just been made:—

1. A new chapter on Auxiliary, Defective, Anomalous, Peculiar, and Impersonal Verbs, furnishing clear guidance on disputed and difficult points.
2. A full list of Words which are used as Different Parts of Speech.
3. The most recent Examination Papers—Pupil Teachers', Queen's Scholarship, and London Matriculation—with references to the pages supplying answers.

"I know of no book generally so suitable for an ordinary student."—*Alfred Barriball, Esq., B.A., Westminster Training College*.

"An admirable book, adapted for pupil-teachers, training-college students, and London University Matriculation students."—H. Major, Esq., B.A., B.Sc., School Board Inspector, Leicester.

A New Geography on the Comparative Method. With Maps and Diagrams and an Outline of Commercial Geography. By J. M. D. MEIKLEJOHN, M.A. Twentieth Edition. 105th Thousand. Crown 8vo, 630 pp. . 4s. 6d.

"A most useful manual for examiners, and full of stimulating matter for students of Geography. Its picturesqueness of description and vividness of style make it almost as interesting and enjoyable reading as a book of travels."—*The Journal of Education*.

"For all that is best worth knowing no better book than this could be studied."—*Educational News*.

A New History of England and Great Britain. With Maps and Tables. By J. M. D. MEIKLEJOHN, M.A. Twelfth Edition. Crown 8vo, 740 pp. . 4s. 6d.

"Your books are simply indispensable to students preparing for the Certificate Examination, and to pupil-teachers."—*One of Her Majesty's Inspectors*.

"The amount of pains, of which I have already seen proofs, and the ingenuity of the methods for assisting students' memories, are fairly overwhelming."—*One of Her Majesty's Inspectors*.

The Principles and Practice of Teaching and Class Management. By JOSEPH LONDON, F.G.S., Vice-Principal and late Master of Method in the Saltley Training College. Third Edition. Crown 8vo. . 5s. 0d.

"We have no hesitation in saying that this is one of the best treatises on this subject which has appeared for some time, and we cannot too strongly recommend it to the attention of all interested in the practical work of education."—*Educational News*.

The British Empire: its Geography, Resources, Commerce, Landways, and Waterways. By J. M. D. MEIKLEJOHN, M.A. Crown 8vo, 350 pp. Fourth Edition . 3s. 0d.

"It is certainly one of the best books of the kind that have come under our notice for a long time, and can be heartily recommended to teachers."—*St. James's Gazette*.

Australasia: its Geography, Resources, Commerce, and Chronicle of Discovery. By M. J. C. MEIKLEJOHN, B.A. Crown 8vo, 88 pp. . 6d.

This book gives a succinct account of the geography, resources, and commerce of the different Colonies in Australasia. It includes a notice of the recently explored gold fields of Western Australia, and contains a full chronicle of Australian discovery.

The British Colonies and Dependencies: their Resources and Commerce. With Chapters on the Interchange of Productions and Climatic Conditions. Adapted to the requirements of the Code for the Upper Standards. By M. J. C. MEIKLEJOHN, B.A. Crown 8vo, 96 pp. . 6d.

"This manual is terse and full; intelligently paragraphed and skilfully managed typographically. It does credit to the compiler, and we hope this work may gain the recognition it really merits."—*Educational News*.

Africa: its Geography, Resources, and Chronicle of Discovery up to 1897. By M. J. C. MEIKLEJOHN, B.A. Oxon. Second Edition. Crown 8vo, 76 pp. . 4d.

"This little book is, for its size, remarkably full of information about Africa, and gives pithy explanations of such current expressions as 'sphere of influence' and 'hinter-land,' &c."—*The Teachers' Aid*.

The New Drawing Cards. For Infants, Kindergarten. Designed by F. G. JACKSON. Eighteen Cards in Packet, in Two Colours, Red and Blue . 1s. 6d.

"The Kindergarten cards are beautifully designed, tastefully coloured, and artistically executed. The figures are interesting and varied. The training given to hand and eye by the use of this excellent series of cards must be great."—*The Educational News*.

The New Drawing Cards. Standards I. and II. Suitable for Varied Occupations. Designed by FRANK G. JACKSON. Thirty-two Cards in Packet (in Colour) . 2s. 6d.

"A packet of thirty-two splendid cards to gladden the hearts of the youngsters in the two Lower Standards. As a varied occupation, nothing could be nicer than reproducing, both in shape and colour, these beautiful designs."—*The Teachers' Aid*.

The New Freehand Drawing Cards. By FRANK G. JACKSON, of the Birmingham Municipal School of Art; Author of "Lessons in Decorative Art," and "Theory and Practice of Design."

Standards III., IV., and V. . 2s. 0d. each.

Standards VI. and VII. . 2s. 6d. each.

"Nothing so good has yet been offered to teachers of drawing as this excellent series of cards."—*The Schoolmaster*.

"These cards are excellent. The systematic arrangement, combined with the thoroughness of their artistic analysis, ought to make them very acceptable to teachers. In each standard there is plenty of variety in the designs, and included in each set there are good examples of brush work. There should be a large demand for these cards."—*The Head Teacher*.

Adopted by the School Board for London.

The New Readers. New Matter. New Style. New Pictures. Edited by Professor MEIKLEJOHN.

The First Primer, Cloth . 3d. | The Second Primer, Cloth 4d.
The Infant Reader, 80 pp., Cloth, 6d.

Book First, 128 pp. . 8d. | Book Fourth, 234 pp. . 1s. 3d.
Book Second, 160 pp. . 9d. | Book Fifth, 302 pp. . 1s. 4d.
Book Third, 200 pp. . 1s. | Book Sixth, 322 pp. . 1s. 6d.

"We were thoroughly pleased with the earlier Readers of this series; we are no less pleased with this later instalment. We most heartily commend these Readers to the notice of teachers."—*The Teachers' Monthly*.

"The 'New Readers' are printed in an unusually clear type, and are bound in a way that is likely to prove well adapted to the every-day wear and tear of school work."—*The School Guardian*.

omnium, Eaton, OO, La Margerite, Anchor, Les Goncourt, Tate, χρυσῶν χάλκεια, Innis, Mac.

Third Class.—F.D., Marius, Dodo, Big Claus, Mars, Bank Holiday, H.B., A.B.C., Kurz, Ennui, Cassandra, L.M.M., Becky, Geroit Mor, Chauvel, Stuttgart, B., Ajax, Agnes Bernauer, Chemineau, Aspromonte, Katisha, Violette de Neuilly, Shepherdess, Montagnard, Mae Straulx, Glück auf, Pessimist, Silver Pen, Cossette, Spikes, No. 2, Forward, Bat, Grézy, Jumbo, A. Robinson, Noved, Gammar, Azaka, Windmill, Finetta, Montserrat, Debacle, Daisy K.H.S., Brutus, Alicia, T.H.G., A. Mortimer, Un misérable, O, Medice Hedera nostra, Σειδιππος, ὁ ἀγαθὸς ἄνθρωπος.

Fourth Class.—White Heather, A.C.G., Audaz, Colin Maillard, Zenda, Hypatia, Nolo cognosci, March, Ha Kuaka, A Ff., Nonyeb, Little Claus, De Landeville, Paddie, L. Heath, Zeus, Rhona, Hoc Facto, Lynsted.

I must begin with a confession and apology. Some hundred, more or less, of the versions sent in are unclassified. These had been looked over, and duly marked, but were left on the floor of a village inn and used to light the fire by the maid of all work. I can only plead that no one has thereby been robbed of the prize, and offer, as the best amends in my power, to assign a class to any one who cares to send a duplicate.

To pass to Victor Hugo, the general sense is plain as a pike-staff, and, I should have said, was impossible to miss, but that I got such renderings as "reality is no less real" (*P'té reste P'té*), and "the aster is still an aster." These were individual aberrations, and the classification depended mainly on style—the proper balancing of clauses, the general rhythm. I note one or two test phrases. *L'abomination humaine*, "human abomination" is hardly English; "abominations" is better English, but I prefer "the turpitude (the vileness) of men." Again, "social ugliness" is strained; better, "the loathly aspect of society." *Elle ne lui fait grâce*, "she does not spare him," cannot be bettered; the sights of natural beauty are the miscreant's condignest punishment. To give the force of the reiterated *en pleine* we must paraphrase—"In the very act of murder, in the full tide of vengeance, in the lowest depths of savagery." *Il subisse le regard*, "he must endure the gaze." The French might mean either "he must gaze on," or "he must be gazed on by," but the context favours rather the latter meaning. *L'immense reproche*, "the infinite reproaches of all-pervading tenderness, or the remorseless calm of the blue heavens." *L'éblouissement éternel*, "the fierce light of eternity." "Man breaks and bruises, man lays waste and slays, but summer still is summer, the lily is still a lily, the star is still a star." Note the alliteration. *Astre* is any heavenly body, including sun and moon, but "star" is here the only possible equivalent.

A Prize of Two Guineas is offered for the best translation of the following passage from Chateaubriand's "Le Génie du Christianisme":—

Les forêts des Gaules ont passé à leur tour dans les temples de nos pères, et nos bois de chênes ont ainsi maintenu leur origine sacrée. Ces voûtes ciselées en feuillages, ces jambages, qui appuient les murs et finissent brusquement comme des troncs brisés, la fraîcheur des voûtes, les ténèbres du sanctuaire, les ailes obscures, les passages secrets, les portes abaissées, tout retrace les labyrinthes des bois dans l'église gothique; tout en fait sentir la religieuse horreur, les mystères et la divinité. Les deux tours hautaines plantées à l'entrée de l'édifice surmontent les ormes et les ifs du cimetière, et font un effet pittoresque sur l'azur du ciel. Tantôt le jour naissant illumine leurs têtes jumelles, tantôt elles paraissent couronnées d'un chapiteau de nuages, ou grossies dans une atmosphère vaporeuse. Les oiseaux eux-mêmes semblent s'y méprendre et les adopter pour les arbres de leur forêt: des corneilles voltigent autour de leurs faîtes et se perchent sur leurs galeries. Mais tout à coup des rumeurs confuses s'échappent de la cime de ces tours et en chassent les oiseaux effrayés. L'architecte chrétien, non content de bâtir des forêts, a voulu, pour ainsi dire, en imiter les murmures, et, au moyen de l'orgue et du bronze suspendu, il a attaché au temple gothique jusqu'au bruit des vents et des tonnerres, qui roule dans la profondeur des bois. Les siècles, évoqués par ces sons religieux, font sortir leurs antiques voix du sein des pierres, et soupirent dans la vaste basilique: le sanctuaire mugit comme l'ancre de l'ancienne Sibylle; et, tandis que l'airain se balance avec fracas sur votre tête, les souterrains voûtés de la mort se taisent profondément sous vos pieds.

An Extra Prize of One Guinea is offered for the best paraphrase of the last stanza of Wordsworth's "Ode on Intimations of Immortality"—"And O, ye fountains . . . tears."

All Competitions must reach the Office by May 16th, addressed "Prize Editor," JOURNAL OF EDUCATION, 86 Fleet Street, E.C.

WILLIAM BLACKWOOD & SONS' NEW LIST.

BLACKWOOD'S SCHOOL SHAKESPEARE. Edited by R. BRINLEY JOHNSON. Each Play complete, with Introduction, Notes, and Glossary. In crown 8vo volumes. Price 1s. 6d. each.

Now ready.

THE MERCHANT OF VENICE.

The following are in preparation:—

RICHARD II.—THE TEMPEST.—JULIUS CÆSAR.—AS YOU LIKE IT.—TWELFTH NIGHT.—A MIDSUMMER NIGHT'S DREAM.—HENRY V.—CORIOLANUS.—MACBETH.—KING LEAR.—HAMLET.

HIGHER LATIN UNSEENS. Selected, with Introductory Hints on Translation, by H. W. AUDEN, M.A., Assistant-Master at Fettes College, Edinburgh. 2s. 6d.

HIGHER LATIN PROSE. With an Introduction by H. W. AUDEN. 2s. 6d.

HIGHER GREEK UNSEENS. Selected, with Introductory Hints on Translation, by H. W. AUDEN. 2s. 6d.

LOWER GERMAN. Reading, Supplementary Grammar with Exercises, and Material for Composition. By LOUIS LUBOVITZ, German Master, Govan School Board, Glasgow. 2s. 6d.

HISTORY OF ENGLISH LITERATURE. By J. LOGIE ROBERTSON, M.A., Senior English Master, Edinburgh Ladies' College. Second Edition. Crown 8vo, 3s.

PARAPHRASING, ANALYSIS, AND CORRECTION OF SENTENCES. By D. M. J. JAMES, M.A., Gordon Schools, Huntly. Crown 8vo, 1s.

LATIN VERSE UNSEENS. By G. MIDDLETON, M.A., late Scholar of Emmanuel College, Cambridge. Crown 8vo, 1s. 6d.

GREEK VERSE UNSEENS. By T. R. MILLS, M.A., late Lecturer in Greek, Aberdeen University, formerly Scholar of Wadham College, Oxford. Crown 8vo, 1s. 6d.

LATIN HISTORICAL UNSEENS. For Army Classes. By L. C. VAUGHAN WILKES, M.A. Crown 8vo, 2s.

A MANUAL OF AGRICULTURAL BOTANY. From the German of Dr. A. B. FRANK, Professor in the Royal Agricultural College, Berlin. Translated by JOHN W. PATERSON, B.Sc., Ph.D. With over 100 Illustrations. Crown 8vo, 3s. 6d.

STORMONTH'S ENGLISH DICTIONARY. Pronouncing, Etymological, and Explanatory. Revised.

Library Edition.—New and Cheaper Edition, with Supplement. By WILLIAM BAYNE. Imperial 8vo, handsomely bound in half-morocco, 18s. net.

School and College Edition.—The Fourteenth. Crown 8vo, pp. 800. 7s. 6d.

Handy School Edition.—New Edition. Thoroughly Revised.

[In the press.]

Complete Catalogues will be forwarded post free on application.

WILLIAM BLACKWOOD & SONS, EDINBURGH AND LONDON.

THE EDUCATIONAL MUSICAL INSTRUMENT CO.

ESTABLISHED 1881.

For Circular, Testimonials, and ANY Maker's List and designs, apply to the
MANAGER,
43

Estate Buildings,
Huddersfield.



21 ARGYLE CRESCENT, JOPPA, EDINBURGH;
or at **20 Highbury Place, LONDON, N.**
(Close to Highbury Station and Trams).

This Company supplies Pianos, American Organs, Harmoniums, &c., at prices unequalled by any other Firm, Dealer, or Maker, for Cash or Instalments, with a month's free trial, a 10 years' warranty, carriage paid, and free exchange or return at our risk and cost if not fully satisfactory. Iron-Framed School Pianos, new and guaranteed, from 14 Guineas Cash.

N.B.—All our Pianos are fitted with a special action to the Soft Pedal that fully subdues the tone, and effectually preserves the Instruments during practice.

Mr. W. PARKS, Clerk to the St. George School Board, Gloucester, writes:—"Please deliver six more Pianos according to your tender as early as possible." (We have sent fourteen instruments of the same class to this Board).

Mrs. GRAVES (wife of A. P. Graves, Esq., Her Majesty's Inspector of Schools, Southwark District, London, S.E.) writes:—"The Piano has stood very hard wear extremely well during the year, and we all admire the fine full tone of the instrument and its handsome exterior."

Show Rooms open Daily. Call and see our Stock, or write for our List of Instruments for Home or School use, specifying class preferred, and you will find

WE CAN SAVE YOU MANY POUNDS.

[Please mention this Paper.]

Charles Griffin & Company's List.

Second Edition. Now Ready. In Crown 8vo, extra, handsome cloth, 16s.

GREEK ANTIQUITIES (A MANUAL OF).

For the use of Students and General Readers. By PERCY GARDNER, M.A., D.Litt., Professor of Classical Archaeology and Art in the University of Oxford; and F. B. JEVONS, M.A., Litt.D., Principal of Bishop Hatfield's Hall, in the University of Durham.

"A work which, although crammed full of information, is everywhere readable."—*Athenaeum*.

"Fresh, thoughtful, and cleverly arranged."—*Academy*.

ROMAN ANTIQUITIES (A MANUAL OF).

By WILLIAM RAMSAY, M.A., late Professor of Humanity in the University of Glasgow. Revised and Edited by RODOLFO LANCIANI, D.C.L. Oxon., LL.D., &c., Professor of Classical Topography in the University of Rome. Fifteenth Edition. 10s. 6d.

* * * The FIFTEENTH EDITION includes a New Map and Plans prepared by Prof. LANCIANI.

"The chief interest in the New Edition centres in the chapter on 'Roman Topography,' which has been entirely rewritten by Prof. Lanciani, the greatest living authority on this subject. . . . It is the best and handiest guide yet produced."—*Athenaeum*.

CRAIK'S ENGLISH LITERATURE.

New Edition. Now Ready.

In Two Vols. Royal 8vo, handsomely bound in cloth, 25s.

A COMPENDIOUS HISTORY OF ENGLISH LITERATURE AND OF THE ENGLISH LANGUAGE FROM THE NORMAN CONQUEST. With numerous Specimens. By GEORGE LILLIE CRAIK, LL.D., Late Professor of History and English Literature, Queen's College, Belfast.

"Professor Craik has succeeded in making a book more than usually agreeable."—*The Times*.

Tenth Edition, Revised and Enlarged. Crown 8vo, cloth, 7s. 6d.

A MANUAL OF ENGLISH LITERATURE, for the use of Colleges, Schools, and Civil Service Examinations. Selected from the larger work, by Dr. CRAIK. With an Additional Section on Recent Literature, by HENRY CRAIK, M.A., C.B., LL.D., Secretary to the Scotch Education Department, Author of "A Life of Swift."

"A Manual of English Literature from so experienced a scholar as Professor Craik needs no other recommendation than the mention of its existence."—*Spectator*.

A HISTORY OF ROMAN LITERATURE. By the Rev. C. T. CRUTTWELL, M.A., Hon. Canon of Peterborough Cathedral. From the Earliest Period to the Times of the Antonines. Fifth Edition. 8s. 6d.

"Full of good scholarship and good criticism."—*Athenaeum*.

A HISTORY OF GREEK LITERATURE. From the Earliest Period to the Death of Demosthenes. By FRANK B. JEVONS, M.A., D.Litt., Principal of Bishop Hatfield's Hall, in the University of Durham. Second Edition. Cloth, 8s. 6d.

"Beyond all question the best history of Greek literature hitherto published."—*Spectator*.

A LITERARY HISTORY OF EARLY CHRISTIANITY. By the Rev. C. T. CRUTTWELL, M.A., Hon. Canon of Peterborough Cathedral, formerly Fellow of Merton College, Oxford. In Two Vols., demy 8vo, handsome cloth, 21s.

"Mr. Cruttwell has accomplished his task with remarkable success. His history is eminently readable."—*Athenaeum*.

PREHISTORIO HISTORIES OF THE ARYAN PEOPLES. A Manual of Comparative Philology and the Earliest Culture. By Dr. O. SCHRAEDER. Translated from the Second German Edition by F. B. JEVONS, M.A. Large 8vo, handsome cloth, gilt top, 21s.

"It would be hard to find any book more to be recommended to the early student in philology and prehistoric archaeology."—*Classical Review*.

THE VOCABULARY OF PHILOSOPHY and Students' Book of Reference, on the Basis of Fleming's Vocabulary. By HENRY CALDERWOOD, LL.D., Professor of Moral Philosophy in the University of Edinburgh. Fifth Edition. Cloth, 10s. 6d.

STANDARD ILLUSTRATED CLASSICS.

By ARCHIBALD HAMILTON BRYCE, D.C.L., LL.D., Senior Classical Moderator in the University of Dublin.

THE WORKS OF VIRGIL. Text from HEYNE and WAGNER. English Notes, original, and selected from the leading German and English Commentators. Illustrations from the Antique. Fourteenth Edition. Fcap. 8vo, cloth, 6s.

In Three Parts { PART I. *Bucolics and Georgics.* 2s. 6d.
" II. *The Aeneid*, Books I.–VI. 2s. 6d.
" III. *The Aeneid*, Books VII.–XII. 2s. 6d.

"Contains the pith of what has been written by the best scholars on the subject. The notes comprise everything the student can want."—*Athenaeum*.

By JOSEPH CURRIE, formerly Head Classical Master of Glasgow Academy.

THE WORKS OF HORACE. Text from ORELLIUS. English Notes, original and selected, from the best Commentators. Illustrations from the Antique. Complete in One Volume. Fcap. 8vo, cloth, 5s.

Or, in Two Parts { PART I. *Carmina.* 3s.
" II. *Satires and Epistles.* 3s.

"The Notes are excellent and exhaustive."—*Quarterly Journal of Education*.

Complete Catalogues post free on application.

LONDON: CHARLES GRIFFIN & CO., LIMITED, EXETER STREET, STRAND.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

TENTH GENERAL CONFERENCE, ABERYSTWYTH.

THE charming town of Aberystwyth put on its sunniest aspect to welcome the members of the Tenth General Conference on Monday, April 18. The first item on the programme was a *conversazione* given in the University College by invitation of the Principal, Mr. Roberts, who is also Vice-Chancellor of the University of Wales. Mr. Roberts's welcoming address struck the right note for such an occasion. He spoke of the enthusiasm of Wales for education and culture, and of the help England could get from the sister country in the solution of administrative problems; and, on the other hand, he referred in words of high praise to the disinterested work the Guild had done for the science and art of education, and said that here Wales in her turn might learn from the discussions to be held. Mr. A. C. Humphreys Owen, M.P., President of the local Branch, seconded the welcome in a speech full of clever and pleasant humour, in which he asked for the assistance of expert opinion in deciding administrative problems such as the relations of primary and secondary schools, the value of dual schools, the provision of rural schools, and the object and aim of education as a whole. The Central Board made no claim to have solved these difficulties, but it was facing them, and hoped much from general discussion and the general widening of educational opinion. The ratepayer still needed to be roused to a sense of his duty. Mr. Russell, of University College School, replied on behalf of the Guild, and then visitors were free to listen to the Welsh music provided for their entertainment.

On Tuesday morning the proceedings opened with the presidential address from Dr. Isambard Owen, Senior Deputy-Chancellor of the University of Wales. Dr. Owen speaks with inner knowledge and authority on this subject, and we are glad to reproduce his very excellent address in full:

THE UNIVERSITY OF WALES AND ITS EDUCATIONAL THEORY.

On the 30th of November, 1893, the Great Seal was affixed to a Charter constituting the University of Wales. The University thus brought into being was a public authority, empowered, subject to certain conditions specified in its Charter, to confer academic degrees on candidates presented by the public University colleges which had of recent years been incorporated in Wales, and to advance such graduates to further degrees upon conditions which it should itself lay down with the sanction of its Visitor. The University commenced its operations in June, 1895, when its first examination for matriculation was held. Of the results of its work it is as yet premature to speak; but the 530 students who have matriculated in it during its first three years are welcome evidence of the confidence it has inspired among the Welsh people and a hopeful presage for the future. Few documents of similar nature, one may venture to say, were ever more fully and minutely considered than the draft of the Charter thus carried into effect. Its main lines were laid down by a public Conference held in the autumn of 1891, its every detail was anxiously discussed by a representative Committee in a series of meetings which extended through the greater part of the succeeding year; and it is somewhat remarkable that, although the earlier meetings had appeared to show almost irreconcilable antagonisms of opinion on essential points, the scheme which eventually emerged from these laborious discussions was one which had gained not merely the acceptance, but the cordial approval, of nearly every member of the Committee. It was referred by the Committee to the original Conference; by the Conference it was remitted to the colleges, to the sixteen County Councils of Wales, to the Press, and to the public, and in the columns of the newspapers from end to end of Wales for six months further, before a draft was laid before the Lord President of the Council for acceptance. From this ordeal and from the further scrutiny of legal advisers and of a Committee of the Privy Council the scheme emerged unscathed, and, save for a few minor points of detail, the Charter which passed into law in November, 1893, is identical in its provisions with the scheme which was framed and submitted in the preceding December by the Charter Committee. The constitution of

our University, therefore, and the detailed provisions in which it is embodied in our Charter are not the result of compromises between conflicting views and opposing interests, but represent a fairly uniform intention and embody a consistent educational theory; and I thought that I could not better occupy the time allotted for this address than by attempting, however imperfectly, to give you some idea of the views upon which our Charter was based, and of the manner in which the promoters of the scheme endeavoured to give effect to them.

A University must needs be considered under two aspects, for it has a double duty to perform. Its business is at once to promote the advancement of knowledge and the cultivation of learning among its members, and to undertake the education of aspirants to its degrees. Though in practice best united, the two duties are technically separable, and at different epochs and in different Universities one or the other has assumed the greater prominence and come to be regarded as the more especial University function. It may, perhaps, be said that in modern Germany the former duty has somewhat tended to obscure the latter, while in the United Kingdom it is unduly sacrificed to the imperious requirements of undergraduate education. Our institution, we trust, will equally occupy both provinces of University work, and it is not from indifference to the former that I am fain to give but scant time to it on the present occasion. We are, indeed, but feeling our way towards it, and at the present stage one can only indicate the lines on which we believe our work in it will develop. Properly speaking, it will be in large measure the province of our colleges rather than of the University itself; but our colleges are, as I shall show in detail later, so closely knit with the constitution of the University that, for University purposes, it is difficult to regard them otherwise than as parts of the same institution.

How best the advancement of knowledge by way of research may generally be promoted is a difficult and delicate subject on which much has been said and little definitely settled. The highest class of research is, indeed, independent of promotion, and, one may add, of discouragement as well. The Harveys and Galileos are natural phenomena, which institutions can do little to evoke or to suppress. But the journey-work of research has to be done as well as its pioneering, the plodding through the clay as well as the dash across the heights. The pursuit of knowledge by research is often but a dull piece of task-work, often disappointing, often discouraging, often productive of no worldly reward beyond the satisfaction of labour done. How best can a University or a college hold a helping hand to the men on whose work its fame will depend?

Of the direct endowment of research, about which a few years back we heard so much, little need now be said. Grants in aid of specified inquiries, administered by competent authorities, are, indeed, among the most productive of benefactions. One such, by the generosity of the Gilchrist Trustees, our University is already empowered to administer, and valuable results have not been wanting; but, if by the direct endowment of research is meant the establishment of permanent pensions, pledging their holders to no definite obligations, but meant in general terms to enable them to live a life of learning or research, it would be lost time to argue that while human nature is what it is such endowments are not likely to produce any commensurate results. Man is at best but an indolent animal, and procrastination his besetting sin when the spur of immediate obligation is wanting.

From the older English Universities there is, unfortunately, less to learn than one would wish. Their output of research is notoriously out of relation to the number and wealth of their academic foundations. It must be remembered that the promotion of research, as we understand it to-day, was no part of the original scheme of an Oxford or Cambridge college. But the accidental utilization of part of their income as in some sort an endowment of research has shown, at least, the defects of the Oxford and Cambridge system as applied to this particular object. We see men definitely chosen for the academic career at far too early an age—before their real bent or capacity has had time to show itself. We see them chosen for prowess in the examination-room alone before they have proved their capabilities either in teaching or in independent work. We see them placed in a position in which no adequate future career is open to them that is to be achieved by the pursuit of special learning or original investigation. To the young resident

Fellow of his college seniority may bring an increase of emolument, talent for organization a tutorship or bursarship, personal respect the headship of his house; but the distant and doubtful prospect of an ill-paid University professorship weighs light in the scale against the solid rewards that are before him if he will but abandon the higher intellectual work for the lucrative office of coaching undergraduates for examinations.

If we wish to succeed, we must learn of the successful. In Germany, the land of research *par excellence*, we find the business of research deemed in practice inseparable from the office of teaching; we find examination successes counted as only one, and that not the most important, of the qualifications for the academic life; we find each aspirant required to serve a period of probation before being definitely admitted to the University office; and we find a career placed before him, when admitted, which he may hope to surmount, stage after stage, by his own exertions, both in the field of genuine teaching and in that of original research. Finally, we find the educational work of the University placed on a basis which offers little encouragement for "coaching," as understood in the English Universities. We need not, indeed, go so far as Germany for such an example. We may see a system based on identically the same principles in full work in a nearer set of institutions, which, up to the present, have not engaged the attention of educationists as much as, perhaps, they deserve. The contributions of our own metropolis to the current rapid advance of medicine and surgery are, in the main, the result of the application of these principles of selection and promotion in the ordering of the London medical schools. Something of the kind, it seems probable, will, eventually, work out in Wales, as the available means of our colleges progressively increase. Their teaching is on a professorial basis; and, in reference to University work, is necessarily so. As the number of students increases, the need of sub-professorial positions proportionally augments; all such appointments, by the constitution of the colleges, are staff appointments, made by the college itself, and the tendency is towards the creation of an ordered academic service, ranging from rank to rank. As the material prosperity of the colleges augments the remuneration of their academic staff, the junior offices will become more and more objects of ambition to men who aspire to the senior posts, and a system of promotion within the service tend, as in older Universities, more and more to become the rule.

One connecting link is needed, and that the University is endeavouring to supply—the link between undergraduate and official life. We want some means to enable the promising young graduate to remain a few more years in connexion with his college, or to resort to some other seat of learning without losing touch with his University, to spend his time in advanced study, to prove his bent or show his capacity for academic life. We want to create a reserve of our own graduates upon which to draw as occasion may serve. This we are endeavouring to effect by an establishment of University fellowships open to our graduates; offices meant not to be regarded as mere prizes, but as specifically granted for the purpose of advanced study or original work, and forfeitable if the intention of the endowment is not duly carried out. May one prophetically see in some not distant future the staffs of the colleges recruited by preference from the ranks of the University Fellows, the successive steps of academic promotion placed before the recruits to achieve, and each step bearing, thanks to the wise generosity of our wealthy countrymen, the substantial remuneration which is its rightful due?

What more the University is doing or proposing to do in this province I must postpone to a later part of my address. So much I have thought it right to say in order to show that we are alive to the importance of the union in our colleges of the two classes of University work. In practice, indeed, one cannot long flourish without the other. The pursuit of knowledge is in danger of growing languid unless kept in tone by the obligation of communicating it, and educational methods of becoming dry and barren if they be not refreshed by irrigation from the living spring of original intellectual work. But, in its present stage, the University of Wales must be judged mainly from an educational standpoint; and my immediate object is to speak of the educational theory which guided its promoters and to which they endeavoured to give effect in its Charter of foundation. It is with the educational aspect of a University, indeed, that the provisions of a University Charter in this country are chiefly

concerned. The educational power, or, rather, the power of verifying education, is, with us, the one function of a University for which a public legislative Act is essential; and the questions involved in the grant of a Charter are, with few exceptions, questions of the conditions under which undergraduates may present themselves as candidates, and under which initial degrees shall be allowed to issue. This has, probably, largely helped in fixing the minds of our compatriots, as undoubtedly they are fixed, too exclusively on the educative side of a University's work.

The fundamental ideas on which our Charter was based were few and simple. They were, briefly, that education implied systematic training of the powers of the mind, and not merely the imparting of a given bulk of knowledge; that direct personal teaching is an element of immense importance in education; that the University stage of education should imply such teaching at the hands of highly qualified specialists, each dealing with his own particular subject; that teaching is an art in itself, which needs, like other arts, to be learned before it can be successfully practised; and that examinations, as practically possible, are but a partial and imperfect means of testing educational results. These ideas are not original; in such an audience as the present I think I may even venture to claim that they are orthodox; but some measure of interest may attach to the manner in which they have been embodied in our scheme. Whatever subject we take, beyond the most elementary, that is ordinarily taught for educational purposes, it is obvious that it must be taught with some further end than the mere acquisition of facts. Geometry, logic, and philosophy, as school subjects, have hardly ever even made the pretence of being directly useful. Latin, it is true, was in the middle ages as needful to know as French and German are now, and Greek was originally introduced merely as a key to the literature it contained; but the employment of these languages in education has continued long after learned men ceased to write and converse in Latin, and long after literary interests ceased to centre mainly in the classical tongues. It may be said that the maintenance of classical studies in our schools is but a respectable tradition, from which we are too timid to break away. Let us look, then, at a subject which has no tradition at all to support it, one that we have but lately introduced into our schools, with our nineteenth-century eyes wide open—the system of mechanical exercise which the Swedes call *Slöjd*. The visitor to some of the most modern of our schools will see the pupils during certain hours of the week engaged in cutting spoons and bowls and other domestic articles out of pieces of wood. Are they taught this art in order that when grown up they may make their own spoons and bowls instead of buying them in the shops? Certainly not, but in order that they may acquire habits of close observation and attention to detail, of careful measurement, and of working by and to measurement, and the power of making the hand follow the intentions of the mind. It is not the art of carving wood, but the principles and methods of mechanical work in general, that the pupils are making their own. Once thoroughly and systematically grasped, the pupils will readily learn to adapt them to any particular set of conditions they may subsequently have to meet.

So with the classical languages: the average grammar-school boy is not taught them in order that the average educated man may be able to read, write, or speak Latin and Greek (the average educated man, we well know, can do nothing of the kind); but that he may acquire, amongst other similar things, the habit of minute attention to verbal forms and to the shades of meaning they may be used to convey, the habit of distinct realization of the ideas he desires to express, the habit of exact verbal construction and the power of detecting and avoiding verbal pitfalls; in a word, the principles and methods of language, the instrument of half his future life. Or history: the average man is not directly concerned to know what points were in dispute between the Roman *plebs* and the Roman patricians twenty-four centuries back, or what particular events led to the rise and the fall of the Roman Empire whose very shadow has passed away; but he *is* concerned, and deeply concerned, to understand the springs of collective human action, to know how men or masses of men are swayed by interest, by pride, by passion, prejudice, or patriotic zeal, to be able to foresee the probable conduct of his fellows under given sets of circumstances; and precisely this is what such a history as that of Rome, in the hands of a competent guide, is capable of teaching

him. Should he pursue his historical studies to greater depth, he will gain, what is at least of equal importance, an acquaintance with methods of historical study, and the principles on which verbal statements may be accepted or rejected as constituting historical evidence.

Professed utilitarians in education press hard the claims of the natural sciences even as school subjects; but it is difficult to see on what the idea of their direct utility to the average man is based. In this country, at least, they are not a very remunerative occupation, and four-fifths of our countrymen will pass their lives without finding an opportunity to earn a sixpence by their school knowledge of the natural sciences or losing any appreciable sum for want of it. But the educationist who is not a utilitarian has a far more logical reason for urging their claims, since, apart from the intrinsic interest of their subject-matter, the student who pursues them in a truly educative manner may gain, what will be of more value to him than many facts, an insight into the methods of scientific inquiry and into the nature and principles of scientific proof.

I am skimming lightly over the surface of a very large subject, to illustrate, and with no idea of precisely defining, the views of the nature of a liberal education which appealed to the University's promoters. Roughly speaking, I think we should all have been agreed that its main object is less the communication of facts (important as "brute knowledge" undoubtedly is) than the inculcation of principles and the training to their proper use of the various powers of the mind—the powers, let us say, for example, of observation, concentration, and memory, first of all; the powers, next, of measurement, interpretation, expression, and construction; finally, the power of using the several methods, the mathematical, the philosophic, the scientific, the historic, by which logical conclusions may be reached and truth in mundane affairs approximately arrived at. Collectively and individually we are voyagers on the sea of life; the more methods we learn of keeping and correcting our reckoning, the better we shall be able to shape our course.

Of an education such in kind as I have roughly attempted to indicate, an education comprising mental discipline as well as store of knowledge, dealing with principles and methods no less than with facts, it was the desire of the promoters of the University that its initial degrees, the degrees that transferred its students from the apprenticeship to the freedom of the corporation, should imply the possession. The further degrees which graduate members might afterwards aspire to take should, it was generally held, be treated as recognitions of more specialized erudition or of special original work.* Such an education as we contemplated for our initial degrees, one may readily admit, a few exceptional students might manage to reach by their own unaided use of written books; but legislation cannot be limited to the case of exceptional men, and in this company I need scarcely argue—I may take it to be the accepted result of scholastic experience—that for all the shortest and safest, for most the only possible, way of attaining such an education is by the contact of living mind with living mind, the direct personal instruction of teachers who are both masters of their subjects and masters of the art of imparting them to others. Such an education, in Wales, is fortunately now within the reach of ability and industry, from whatever class they may spring.

Half a century ago, had one asked a prominent educationist how a University should satisfy itself as to the character of the education on which it was asked to place a stamp, his reply would have been prompt and unhesitating: "By rigid and impartial examination." The experience of fifty examination-ridden years has insensibly modified this view, and educational opinion in the present day seems rather in danger of underestimating than of over-valuing the efficacy of examination tests. In theory, no doubt, the process of examination is capable of all that was once credited to it; but in framing our policy we had to consider examinations not as under some ideal set of circumstances they might be, but in the form to which practical experience has shown that University examinations must be restricted—examinations, that is to say, conducted mainly by written papers, and those of limited number, with but sparing resort to *viva voce* tests.

* The regulations of the University require candidates for the degree of Master in Arts to present a thesis or dissertation embodying independent work, as well as to submit themselves to an examination.

There are certain rigid conditions with which questions that can with fairness be set in examination papers must needs conform; and the practical examiner, setting papers in any given subject, soon discovers that the number of questions he can set in it complying with all the necessary conditions is a somewhat closely limited one, and that there are considerable portions and aspects of the subject, probably of educational value equal to the rest, which elude his power of framing admissible questions upon them. The teacher who teaches for the sake of the subject and not of the examination will take his pupil through every part of the subject alike; but the tutor whose primary aim, for any reason, is his pupil's place in the examination list will be judicious enough to direct him to neglect those portions and aspects of the subject in which no questions are to be expected, and to concentrate his attention on those which according to the tutor's experience are likely to be "set." Between the student who has been fully taught and the student who has only been judiciously prepared the examination paper may fail to detect the difference, even when the plainest and barest set of facts is in question. Nor, further, can paper work furnish any satisfactory criterion of the depth and permanence of the candidate's information, whether it is "ingrain," or merely surface colour, deliberately and thoroughly built up or dexterously piled together for the purpose of the paper and destined to fall to pieces almost before the list is out. Either kind of knowledge may furnish answers correct in substance and form; between the two an examiner may guess, but cannot know; or, if he can, he is not permitted to use his knowledge.

If such are the shortcomings of examination where plain matters of fact are alone involved, it is hardly to be expected that its results can be more satisfactory when the question is of the candidate's grasp of principles and methods. Questions now become still more difficult to frame, their scope more narrowly limited, and the difficulty of distinguishing between a reply which is the result of the candidate's independent thought and one which has been merely conned by rote in direct anticipation of a question is correspondingly greater. Much, of course, depends on the nature of the subject and the degree in which practical exercises can be introduced to test the candidate's mastery of its principles. In mathematics, and in the traditional form of classical training, the efficacy of the examination process is, perhaps, at its greatest; far less when the natural sciences are in question; and in history, probably, at its least.

Could *viva voce* be more generally employed, matters would, doubtless, be improved. The method is more flexible, and can be made to cover ground which written questions are unable to reach, while the cumulative method of questioning that oral examination permits—I mean the basing of further questions on answers already given—enables an examiner to form a far more accurate idea than a written paper of the extent to which the candidate understands what he is speaking of. But in examinations on which important decisions hang *viva voce* can only be very sparingly introduced. It is impossible, satisfactorily, to equalize the severity of different sets of questions put to successive candidates, and there is always an unknown quantity to be accounted for—the specific nervousness or shyness of the individual examinee.

But, while recognizing the limits of efficacy of the examination process, the framers of our University scheme would not have it supposed that they under-estimated the real value in education of examinations or of the work of preparation for examinations. All intellectual exercise must be educative in some kind, and the process of preparation for examination, however it be conducted, is in itself a training of a very valuable sort—a training in concentration, alertness, rapid grasp of facts, habits of system and order, readiness in producing and marshalling available knowledge when wanted; mental qualities of no small service in the actual business of life.

To the conduct of examinations, therefore, for educational as well as prudential reasons, the Charter Committee, as will be presently seen, devoted particular attention. The University's scheme of examinations has been worked out with no less care than any other part of its system, and on the score of our examinations alone, as at present conducted, we might be content to court comparisons, even though passing them were the only qualification required for our degrees. But some more direct assurance of the fulness and completeness of the education which aspirants to initial degrees have received we

held the University must require than examinations were able to afford. We held that it must take cognizance of the character and methods of the teaching it was expected to recognize as well as of the results that could be displayed in examination form. Nay, as the education in our eyes was the essential end, and the examination mainly a means to it, we thought it well that the language of the Charter should give no doubtful indication of its intentions on this point. In our Charter, therefore, and in the statutes and regulations based upon it, the qualification for an initial degree is nowhere to be found defined as the passing of examinations alone, but invariably as the pursuance of a scheme of study approved by the University, followed by the passing of such corresponding examinations as the University may direct. Our syllabuses are not published as syllabuses of examination, but in formal terms as schemes or courses of study. The distinction may seem an academic one, but phraseology is not an unimportant agent in determining the course of human affairs.

The prescribed, or approved, schemes of study for our candidates being laid down, what evidence have we of the manner in which they have been carried out? Have we any means of testing what the examination test cannot reach? There is, of course, no machinery that will serve this turn. It is a case in which we have to rely, not on machinery, but on men. Our guarantee is the character of the men by whom the educative process is carried out and the nature of the conditions under which they work. The apparatus of University teaching it was not left for the University to create. It had already been called into existence. The University College whose hospitality we are enjoying had been at work since 1872; the University College of North Wales, which has its seat at Bangor, began to teach in 1884; and the University College of South Wales and Monmouthshire had opened its doors at Cardiff in the preceding year. These colleges are independent bodies, over which the University has no direct control; but they are, like the University itself, public corporations, established by public Acts for public purposes, their government for the most part representatively constituted and directly responsible to public authority. The constitution of these colleges, the professorial basis of their teaching, the distinguished bodies of teachers they had attracted, and the character of the education they had given, even while fettered by the requirements of the University of London, indicated them as bodies upon which academic responsibilities might safely be placed: and, indeed, it was upon their petition, and in view of the nature of the work they had already done, that the University itself was called into being.

Now I think I have said enough to explain the particular text of the clause of our Charter by which the power of admission to initial degrees in secular faculties is conveyed. The somewhat involved wording of this clause is not, as might be conceived on first reading it, an effort of legal subtlety; every phrase in it was carefully considered, and has its educational significance. It is the first section of Article XIV., and runs as follows:—

The Court may, in accordance with its Statutes for the time being in force, admit to the initial degree of the University (which shall be that of Bachelor or Master, as the Court shall by Statute hereinafter determine) in any one of the following Faculties—namely, Arts or Letters, Science, Technical or Applied Science, Law, Music, and such other Faculties as may from time to time be established with the sanction of the Visitor—any person who, after having pursued in one of the Constituent Colleges during such period as may be determined by Statute of the University a scheme of study approved for the College and for the degree in question by the Court in the manner hereinafter provided, shall be presented by the said College as having diligently pursued and duly profited by the said scheme of study, and as being of good character and conduct, and who after such examination or examinations as may be prescribed by the Court in accordance with this our Charter, and with the Statutes of the University, shall be reported to the Court by the examiners as a proper person to be admitted to the degree in question.

The initial degree of our University, therefore, implies a double guarantee. For the adequacy of the scheme of education pursued the University is responsible; for the graduates' knowledge of the subject of it, as far as examination may test them, it is again responsible; but for the manner in which the prescribed course has been carried out, for the quality of the educative process which has vivified the dry bones of the subjects employed, the reputation of the college and its teach-

ers are the pledge. Direct responsibility, as regards the significance of our degrees, is thus placed upon the colleges as well as on the University, and they are given a large share of authority to execute it. No student of the University can claim the right of examination by the University until his college is itself satisfied with the progress he has made and formally presents him for the examination—a provision, this, adopted and systematized from the practice of many of the London medical schools, where it has been found to be productive of the most salutary results.

Terms are so often misleading that it may be of use to remark in passing that a college in our system has no more analogy to a "college" as understood in the system of Oxford or Cambridge than it has to the College of Physicians or the College of Heralds. An Oxford or Cambridge college is primarily a domestic, or at most a disciplinary, institution, a body of members of the University having a common dwelling-house within its precincts, living under certain rules and enjoying certain corporate funds. Its teaching functions are secondary, not in every case matter of original obligation, and a College lecturer, in the theory of the University, teaches with little more authority from it, or responsibility towards it, than any other resident graduate. It is not a constituent of the University, and has not, in its corporate capacity, any part in the government of the University; its powers are those of its individual Fellows.

Our colleges are specifically educational corporations, and nothing else, and as such are essential members of the University. The Universities of Oxford and Cambridge existed before their colleges were founded, and would continue were every college in them to be straightway suppressed. Our University could no more exist apart from its colleges than a man's head could live apart from his body. The colleges are the University in its teaching capacity, and their teachers are the University's teachers, though teaching in three centres instead of one. University and colleges virtually, though not formally, are parts of a single institution; and, translating constitutional fact into the language of ceremonial, the chief officers of the colleges are regarded by us as University dignitaries, entitled to University precedence and insignia of University rank.

At this point of their system the promoters of the Charter were met by a delicate question, to which I may devote a few words. While the soundness of their views on education was generally accepted in Wales, there were some whose natural anxiety lest any deserving student should be excluded from the University led them to urge that the obligation of collegiate study should not be made absolute, but that powers should be taken to confer degrees on a purely examination qualification as well. No appeal on behalf of the poor student could meet with indifference from a Welsh educational body; but, even apart from the merits of the question, in our particular case the proposition was impracticable, for it was quite certain that a provision establishing another "open" degree in Great Britain would have met with strenuous opposition from quarters outside Wales. I am not one of those who regard a pure examination degree, such as given by the University of London, as an evil. The kind of education which it evokes, though, not according to the views I share, the best kind, is still an education of value; and, disastrous as the monopoly of London by the titular University of London has been to the development of teaching institutions in the capital, that University has undeniably done a work of vast benefit to the country at large. But that the two systems could ever be successfully combined in one University has always seemed to me an impossibility, and I think there was no member of the Charter Committee who did not share this view. A University degree, to fill its full measure of educational utility, must be used as an encouragement to students to seek the best education within their reach. How it can do so if it offers equal recognition to those who seek the best and those who are content with what is not the best is not easy to see. A primary object of a University such as ours is surely to encourage and develop the art of teaching. How can it do this if it places the same mark of honour on the well- and ill-taught alike? And a University which attempted to combine the London system with one such as ours much needs face a serious dilemma. Are the examinations for the same degree to be of the same standard for the two classes of candidates, or is the standard to differ?

If the former, the "internal" graduates will, with reason, claim to form a superior class, as having not only passed the examinations, but followed the educational courses as well. If an attempt is made to balance matters by adding to the external students' examinations, they will, in turn, and with equal reason, make a similar claim, as having passed the severer set of University tests, and the internal students will be tempted to drift away from collegiate teaching to follow tutorial classes for the external examinations. The qualification for an examination degree and that for an educational degree seem to me, in short, incommensurable quantities, whose standards cannot possibly be equalized.

I am, of course, aware that the University of Dublin confers a small number of degrees on an examination qualification alone; but the question I am discussing is not whether an exceptional and little-known facility may be safely granted by an ancient University of established fame, which is at liberty to put an end to its experiment if it finds any inconvenience from it, but whether the two procedures can successfully be combined in a University as essential and obligatory portions of its chartered system. The new London University scheme I need hardly, I suppose, notice as an element in the argument. The scheme is admittedly a *pis-aller*—a compromise between hopelessly irreconcilable interests; and no one, as far as I know, professes to consider it intrinsically a good one.

The University, I have said, prescribes the schemes of study and holds the examinations. In what kind of authority is the responsibility of setting and maintaining the standards of the University actually lodged? A question obviously of the first importance, and one which the Charter Committee most anxiously debated. The conclusion that gradually emerged from its deliberations was that the best safeguard for the standard of our qualifications lay in a responsible public authority acting under the constant guidance of expert advice. Education is a matter of public business in Wales to an extent that may seem strange in England and in a manner that would probably seem equally strange in France or Germany. We have few of the ancient endowments that have placed English education so largely in the hands of private corporations. The requirements of national individuality and the subsidy of national education among us from local taxation have demanded local educational control; in the absence of separate Departmental administration for Wales education has in our country largely and frankly become a branch of local self-government; and few public men in Wales are without experience of educational administration. The constitution of our University Court, in which the entire legislative and executive power of the Corporation is lodged, though it may seem somewhat singular in English eyes, to us in Wales appears a simple and natural arrangement. Of this body of a hundred and one members the three constituent colleges, themselves, as I have already said, public institutions, appoint twelve members each. Twenty-six are named by the County Councils, thirteen by the Crown, and thirteen by the graduates; while the connexion of University education with the earlier grades is maintained by the nomination of six members by the Central Board of Intermediate Education, of three by the headmasters and mistresses of public intermediate schools, and three by the head-teachers of public elementary schools in Wales. The total of a hundred and one is completed by the Chancellor, who is elected by the Court, and holds office for life.

Next, as to the expert advice. In the section of Article XIV. which I read just now we heard of schemes of study "approved for the college and for the degree in question in the manner hereinafter provided." On this formal phrase "in the manner hereinafter provided" hang some of the most important provisions of our Charter. If teachers in the sense in which we are here regarding teachers are to teach to profit, it is clear that they must have a large share in settling the lines on which their teaching is to run. One course of instruction may perhaps not be abstractedly better than any other course; but, if it is one in which the teacher himself has confidence, which follows the direction in which his own thoughts move, which brings into prominence the aspects of his subject which most command his own interest, which lays stress on such illustrations as to him seem most apposite, it is obvious that his teaching will be more living and effectual than if he is compelled to teach on lines that are repugnant to his mental attitude or less accurately represent his habits of thought. Men's minds inevitably differ, and teachers cannot all be cast in the same mould. Our object was

to obtain the greatest possible educative effect from every individual teacher ; to reduce, so to speak, friction to a minimum and enable each part of the educative machinery to work to the best possible advantage at the greatest economy of force.

The academic bodies of the three colleges are represented, as well as their lay governors, in the constitution of our University Court ; but, in addition, all such of their members as are heads of their respective departments of teaching in the several colleges—that is, all who are engaged on an independent footing and not under the direction of other teachers—are, by right of their college offices and without any further election, members of the University Senate, the “second estate” of our academic realm, and by Charter the principal advising body of the University in matters relating to University studies and examination. The Senate is an advisory body, without direct legislative or executive functions ; but its advisory authority is ample and amply secured. In Article XVIII. of the Charter it is provided (I quote only the gist of the section) that no statute, by-law, or regulation concerning schemes of University studies or examination shall be enacted, or, if already enacted, shall be revoked or amended, unless such enactment or revocation or amendment have either been recommended by the Senate or submitted to the Senate for consideration, and reasonable time allowed to the Senate for considering and reporting upon it. No step, therefore, can be taken by the Court in academic business without immediate expert advice. Though the resolutions of the Senate are formally but recommendations, it is hardly necessary to point out what real power belongs to recommendations of so authoritative a character, or how large an influence they must needs exercise over the decisions of the authority ultimately responsible. In speaking of the Senate, I am not, of course, speaking of an unorganized body, deliberating and voting *en masse*. The Senate has its own organization of Committees of Faculty and Departmental Committees, among which its members are distributed, and before which questions submitted to the Senate in the first instance come.

To return to our main argument : to obtain the maximum of educative result under our system it was not, as we viewed the matter, enough to give to the teachers as a body, or to the teachers in any one subject as a body, a share in determining the courses to be approved by the University. We wished to go much further ; we wished to give the individual teacher as large a share in shaping his own courses as was compatible with the maintenance of uniformity of standard for degrees. We saw no reason why in any given subject the same course should necessarily be imposed on every college or every teacher, as long as the severity of the courses was kept in equivalence. We desired, on the contrary, to secure for our teachers as large a measure as possible of that personal *Lehrfreiheit* which is regarded as so essential a feature of the Universities of Germany.

We have, therefore, in our system no University curricula or syllabuses of examination as such things are understood in London or, let us say, in Cambridge. Our schemes of study and examination and the courses of which they may be composed are approved, as the language of Article XIV. has already indicated, specifically “for the college and for the degree in question,” and by the second section of Article XVIII. each college is formally accorded the right of initiative in proposing such schemes for the University’s approval. But for the preservation of uniformity of standard it is provided in the same Article that every scheme so proposed by a college must undergo the scrutiny of the Senate before being presented to the University Court, and, unless the Senate is satisfied, the scheme cannot go forward to the Court, or at least can only do so by a formal process of appeal on behalf of the college concerned. The uniformity of our standards, we considered, would be best secured by this provision—the expedient, in a word, of requiring each two of the colleges to satisfy themselves of the equality with their own of the courses proposed by the third.

What is less superficially apparent is the security this system in practice offers for the maintenance of the University’s standards as a whole. It constitutes, in effect, a sort of rack arrangement, in which an upward movement is far more easy than one in the opposite direction. There are, it will be seen, four parties to the University’s standards—the three colleges for their academic representatives, and the University Court. The impulse of any one may tend to push the standards higher ; without the joint action of three at least they cannot well be

lowered. Though the liberty of divergent curricula in the same subject is an essential feature of our system, it must not be supposed that in practice it is universally adopted. In actual fact, the courses approved for the three colleges are to a great extent identical, and, indeed, the need for divergence varies widely in different subjects. In mathematics, for example, there is, perhaps, little occasion for divergence, though even here our present courses are not absolutely the same. In Latin and in Greek there are traditional ways of teaching and traditional lines to be followed ; but among teachers of Latin and Greek one may have a particular bent towards the philological aspects of the languages, one may set more store by verse composition than another, one may desire particularly to dwell on the archaeological, and another on the humanistic or philosophical, side of their literatures. It is not in our view incumbent on the University to decide between the relative merits of each of these possible views of classical teaching, or to insist on a compromise being arrived at between them. All in our theory may be equally good as long as the teacher can use them to arouse and rightly direct his pupils’ thoughts. In history the need for divergence will, I think, be found essential. I need not press the argument that one professor may be particularly a mediævalist, another a classicist, and a third a special authority on some other period. Specialization in periods, it may be said, is not appropriate to a Bachelor’s course : but, though the period taught may be the same, an historian will almost inevitably be found to have his own individual point of view in the treatment of it—the point of view, let us say, of a constitutionalist, of a legist, of a populist, or of a statist ; all alike educationally valuable, provided the subject be treated with real interest and freshness of thought. If one zoologist, again, has found that he can best inculcate the elements of zoological principles and methods by directing his pupils’ attention particularly to the anatomy of the crayfish, while another, for the same purpose, prefers the domestic cat, and another, again, desires a wide field of illustration, what object is gained by forcing all to adopt the same examples as their text ? The principles and methods are the main object : the particular framework on which they may be stretched for exhibition is matter mainly for individual choice. To bind all teachers in a subject to teach on a uniform scheme is to run the risk of an unsatisfactory and useless compromise, or of a curriculum overloaded with matter in a vain attempt to meet every one’s wishes at once.

So far we have considered the requirements of University study. I will now speak, as I undertook, of the conditions of examination prescribed by our Charter. In framing the Charter we were, on the one hand, solicitous to secure that the examinations held for degrees should be correlated to the courses of study that the candidates had pursued, and, thus far, were in sympathy with the principle so dear to the Scotch Universities of examination by the teachers themselves. On the other hand, it was obvious that, if the degrees of a new University were to command the acceptance we wished for them, there must be no room for doubt in the mind of the public as to the strictness of the standard or the absolute impartiality of the examinations ; and it was perfectly obvious that the greatest security we could offer in this regard would be in the conduct of the examinations by a wholly independent authority. But the two principles, on consideration, did not appear to us to be by any means incompatible ; for it seemed possible to meet all that is essential in the former by associating the teachers in the conduct of the examinations, while, at the same time, satisfying the latter by reserving the ultimate authority in determining results to impartial examiners appointed from outside.

Article V. of the Charter, therefore, lays the University under the following obligations :—

The Court shall appoint at least one person who shall not be a member of the teaching staff of any constituent college as examiner for each subject in which it holds examinations as a qualification for degrees. Examiners so appointed by the Court shall be called external examiners.

Every examination conducted by the Court as a qualification for a degree shall be conducted by the external examiners of the University for the subjects concerned jointly with examiners (herein called internal examiners) appointed by the constituent colleges in such numbers as may be prescribed by statute, and no examiner’s report shall be received by the Court unless the external examiners have concurred in the said report.

Under this article, as reduced to practice, each college appoints one internal examiner in each subject in which it presents candidates for examination, and an external examiner (one only at present) is appointed by the Court or by a Committee of the Court empowered in that behalf. The Vice-Chancellor, the external examiner, and the internal examiners constitute the Examining Board of the University in that subject. The Board meets twice : once before the examination to set the paper, and once afterwards to determine the lists. The external examiner looks over all the papers, each internal examiner those from his own college in the first place, and, subsequently, half of the rest. The final results are the outcome of consultation between the members of the Examining Board ; but, under the provision of the Charter I have just quoted, an absolute authority rests with the external examiner, and he may nullify any resolution of the board by refusing his assent to it. On him, therefore, the full responsibility as regards the University rests. Such a system obviously needs external examiners of exceptional qualifications and authority, and, thanks to the action of H.M. Treasury in this respect, such men we have been able to secure. A glance at the list of our external examiners will show that it is a list of men for whose awards we may unhesitatingly claim the confidence of the academic world.

Such, in general terms, is the theory of undergraduate education which was in the minds of the promoters of the University Charter, and such were the main provisions by which they aimed at carrying it into effect. The provisions I have quoted apply to all our faculties alike, with one exception. Our Faculty of Theology, properly speaking, is one into which the question of undergraduate education does not enter, for its curriculum is open only to students who are already possessed of University degrees. But there were other reasons which rendered it necessary for the Faculty of Theology to be established on a footing different from that upon which the other faculties are placed, for it is the only one for which the constituent colleges can bear no share of the responsibility. They are debarred by their Charters from undertaking theological education ; the principal subjects of the faculty are not included among their Chairs, and are, in consequence, unrepresented in the University Senate, from whose cognizance the schemes of study and examination qualifying for degrees in Theology are, therefore, excepted, the entire responsibility for the conduct of this faculty being vested in the University Court.

The Court has by statute created an advisory body in theological study under the name of the Theological Board, and the conditions under which regulations in respect of theological study are enacted, and qualifications for degrees in Theology determined, are as far as possible approximated to those obtaining in the faculties of secular education. It is probable that the constitution of the Faculty of Theology will undergo further development in a not far distant future, when the general organization of theological education in Wales has settled into more permanent form. I need hardly add that in Theology, as in other matters, the University holds inquisition into knowledge and skill alone, and that its courses of study and examination imply no question of persuasion or belief. The Churches of England and Scotland, the principal Nonconformist bodies, and scholarship pure and simple, are alike represented in the list of the Theological Board and among the examiners in the Faculty.

And now I must return upon my track, pick up the broken end of the first part of my subject, and speak further of the means by which our Charter aims at promoting the advancement of knowledge and the cultivation of learning among the members of the University. I have already attempted a forecast of the way in which this may be expected to work out in the colleges and among the college teachers and University stipendiaries ; but we had something more than this in view, an aim in which we wished every graduate to have a share. We wished to make the University an intellectual bond of union among all her children, an encouragement to the cultivation of learning among them even when they have passed from the discipline of her colleges, and a means of enabling them the better to compass it. We wished to make the feeling of corporate fellowship among members of our body stronger and more real than is the case in most modern Universities, and to evoke something of that corporate sense which is not among the least valuable results of Oxford or Cambridge life. A "Convocation" or General Assembly of Graduates is indeed a part of

most modern University schemes, realized or unrealized ; but the name of "Guild" which we gave to the "third estate" of our University was intended to signify that we looked forward to far more than a series of formal meetings for the purpose of electing representatives or passing resolutions on matters of University policy. Article XIII. of the Charter, which prescribes the proceedings and powers of the Guild of Graduates, is unfortunately but a *frustum*, for some of its most significant provisions were in form, though, I hope, not in substance, elided from the Charter in its passage through the Committee of Council, in the fear, as was understood, that they might prove an obstacle to it in a later stage. The Guild, like the University Court, is required to visit each of the colleges of the University in annual rotation—so much of our plan still remains ; but the framers of the Charter held that the most effectual means of ensuring participation and living interest in the affairs of the Guild on the part of its members was to make it an authority capable of administering independent funds and undertaking definite independent work. In the draft it was therefore specifically provided that the Guild should be empowered to appoint trustees to hold funds for its benefit apart from the general funds of the University, and to devote them to the encouragement of learning or of original research. As the Charter now stands, no indication of our intentions in this direction remains, and the one specific duty proposed for the Guild is not that of *administering*, but of *collecting*, funds for the foundation of scholarships and prizes. This particular provision, I may take the opportunity of stating, is one for which the University Conference was not responsible.

"The words have fled, the melody remains" (Sir Lewis Morris will forgive my transposing his verse), and the Guild, notwithstanding these formal deletions, has already, under the energetic guidance of its Warden and Honorary Secretary, done much to realize the original intentions of the Charter Committee. Not only have the proceedings of its meetings held at the seats of the constituent colleges been full of interest and value ; it has also entered upon a serious literary task—the re-editing and republication of the works of some of our ancient Welsh authors. The Warden himself has found time amongst his official labours to lead the way, and his edition of Morgan Llwyd o Wynedd will speedily see the light. From my present audience I may, without hesitation, ask both sympathy and interest for the work and the future of an institution that bears the name and embodies the idea of a Guild.

Finally, I must apologize to one portion of my audience for having left until the last a very important feature of our theory. In the first article of the Charter we read :

Women shall be eligible equally with men for admittance to any degree which the University is by this our Charter authorized to confer. Every office hereby created in the University and the membership of every authority hereby constituted shall be open to women equally with men.

On this question the promoters of the University felt no hesitation, and dreamed of no half-measures. The clause I have just read, in almost identical words, is to be found in the original draft of our University scheme, and of all the many clauses of that and of succeeding drafts it is, as far as my recollection serves, the only one that was never challenged or made the subject of any amendment.

The presidential address was followed by a discussion as to whether it is preferable, in the organization of intermediate schools, to have a large number of small schools or a smaller number of large schools.

Miss E. P. HUGHES, Principal of the Teachers' Training College, Cambridge, in opening the debate, said that her experience had made her distrust large schools, and she believed that the best educational results would in future be obtained in small schools. A small school, in Miss Hughes' opinion, is one numbering between eighty and three hundred pupils. Below this minimum the cost would be out of proportion to the numbers. There were, in her opinion, seven or eight reasons why a school of over three hundred was not so educationally valuable as a school of fewer number. In the first place, the size of the school often affected the size of the class. It was only in large schools that they found monstrous classes. In the second place, a very large school was a great strain on the head of it, and, to some extent, the finer person at the head the greater the strain was felt. The schools in future would, she trusted, be more educational than military. In the third place, the influence of the head did not affect individual pupils sufficiently. In the fourth place, in a school of over three hundred there was a great deal of more or less mechanical work, which must of necessity fall to the head, so that he would have less time and energy to do more

important work. In the fifth place, there were usually more rules and less freedom in a large school; the individual was less important and of necessity less studied. In the sixth place, teachers were human, and could do best work at the head of affairs. Few were capable of becoming heads of large schools, but many were capable of being head of a small school. It was an advantage to the teaching profession that there should be a large number of headships. In the seventh place, a large number of small schools meant that a larger number of children could live at home. Day schools were becoming more and more popular, and rightly so; and in a poor country like Wales a large number of day schools was a great advantage. In the eighth place, a school did not consist merely of teachers and pupils: every school should be a centre of education to the parents as well as to those who had to take part in the management. Only so far as the people improved would the schools improve. The larger the number of schools the larger would the number of governors be who would be educated to understand education. Miss Hughes also looked forward to the time when the country should become sufficiently civilized to throw open headships of dual schools to men and women equally.

In this view Mr. R. W. JONES, M.A., Headmaster of Lewis's School, Pengam, agreed; but on the main question he differed, preferring larger schools of about two hundred pupils. He gave statistics as to cost in relation to efficiency, but had other reasons to adduce in favour of fairly large schools. He said that the development of the social element was obtained by school discipline which diffused through all the influence of one dominant personality. It had been the aim of English teachers to develop and encourage corporate life in the school. The full life of a school could exist only when fairly large numbers were brought together in one organization. As in a small community public spirit languished and died, so in a small school. Without the sympathy of numbers, and the inspiration which they gave, the school life was but feeble and the moral influences were inoperative. Whatever advantage might accrue to a boy in school in the sphere of intellect, it was not to be compared in its effect upon his character with the silent influences which were daily and hourly emanating from his fellows who were all charged, as it were, with the spirit of the head and thus unconsciously moulding his thoughts and actions. That the character of instruction imparted should be as good and as perfect as could be obtained would be generally admitted. In that respect large schools had an immense advantage over small schools, inasmuch as teachers of superior qualifications might be obtained. In a small school each teacher had to teach a little of everything. He was like a country doctor who had to deal with all the ills that flesh is heir to. In large schools, on the contrary, pupils could be under the instructions of teachers who had made a special study of the subjects they taught and had therefore a living interest in their work. A teacher could be only really effective in imparting knowledge in a subject which he had made his own. From the nature of the case, small schools could not have teachers with those special qualifications, or, if the teachers possessed the qualifications, they would lack opportunity for their employment. Teachers should be specially qualified to meet the need of special instruction in the upper part of the school. The demand was growing for ampler provision for instruction in natural science, in commerce, and in the technical arts, and that ampler provision could only be made where considerable funds were available. The more complex the system became and the more varied and elaborate the apparatus necessary, the greater the expense and so the greater need of economizing by means of fairly large schools.

The succeeding discussion was pretty evenly balanced, although a certain vagueness in the use of the words "large" and "small" made it sometimes difficult to catch a speaker's exact meaning.

Professor AINSWORTH DAVIS, of Aberystwyth, condemned small schools with great decision on the ground that educational resources were frittered away, and that no properly efficient equipment was possible. On the whole the discussion implied that a hundred pupils was the lowest workable minimum for an efficient school, and that three hundred was a safe maximum.

In the afternoon the Conference divided into two sections sitting contemporaneously. A few devoted Herbartians discussed their master's views of the correlation of subjects. Miss PENSTONE, of the Home and Colonial Training College, opened the debate with a paper in which she explained Herbart's view of the ideal masses constituting the mind, and showed how the apperceptive force of these masses determines the sequence of school subjects. Miss Penstone's language evidently puzzled our reporter, and we must be content with an abstract of the paper that followed, written by Dr. Fehheimer Fletcher, and read, owing to his absence, by Mr. RUSSELL.

Dr. FLETCHER said that the curriculum of our schools at present consisted of a multiplicity of subjects which were chiefly characterized by their variety and their disconnectedness. The correlation of subjects was that important part of the Herbartian system of education which attempted to overcome the diversity of the many subjects that were taught in the schools by establishing an interrelation of the subject-matter of all that were dealt with in a class. The problem had, comparatively speaking, only recently arisen. At the time when the classical languages were the chief and almost only subjects in the school, there was no necessity of correlation. But when the demands of our present

century gradually added mathematics, modern languages, and the various sciences to the school curriculum the problem of establishing some sort of unity amongst a multiplicity of subjects forced itself upon educationists. And the Herbartians especially had to face the problem and attempt a solution. Their theory of education had for its chief aim the building up of character and the training of the will. Herbart and his great disciple Ziller had done much for education in Germany by finding for every class one subject of a moral or religious nature which would arouse and maintain the interests of the child to such an extent that it would carry the interest excited by that subject over to the investigation and study of the other subjects. While he doubted whether the time was yet ripe for the adoption of a practical scheme of correlation in English schools, he considered that the time had come for seriously considering the subject and for weighing its practical possibilities. He wished especially to call attention to three points. First, as to the principle of correlation, ought the subjects that were taught in schools to be correlated? As far as he was concerned, he unhesitatingly answered the question in the affirmative. Unless the many different school subjects were correlated in the teaching, it would be very difficult for the child to unite them by his own effort. Secondly, how was correlation to be effected? He had no practical scheme to offer. Only patient labour and experiment would supply them with one. But he believed that Ziller had supplied them with the principle that would aid them in finding such a scheme. He meant the principle that the centre of the instruction must consist of a subject suited to the mental capacity of the child, a subject strongly interesting in its own subject-matter, and one that would especially lend itself to the training of the character of the child; and that all the other subjects must be brought into close relation to it. Thirdly, the dangers and difficulties of correlation. These were many; but the chief was the tendency to establish accidental relations among the subjects. This must be avoided most carefully, and they could best avoid it by only establishing vital and essential relationship among the subjects. Any other correlation was worse than useless, and could be justified neither psychologically nor ethically.

A vigorous discussion followed, and one that was probably the most fruitful of the whole Conference. The general feeling was distinctly that, in view of the multiplicity of subjects in the modern curriculum, some correlation must be found. But so far everything is tentative and experimental.

While educational theory was being dealt with the larger number of the visitors were listening to papers on educational practice. Mr. MACDONALD gave an address on "The Development and Training of the Voice." He was followed by Mrs. EMIL BEHNKE, who, in the course of a masterly and eloquent address of twenty minutes, which was listened to with deep attention and interest, said the gold in Klondyke would be of little use unless there were means of conveying it into the markets of the world, and all the learning and diplomas of the colleges would be of little use to a teacher unless he could convey his knowledge to others by means of audible speech. At the present time between one thousand and two thousand teachers and others whose livelihood depended on being able to impart knowledge by speech broke down annually for want of voice development and training. Instead of developing a natural and easy voice, the "vocal chords" were strained, and ultimately become diseased and ineffective. The tendency in addressing large audiences was to pitch the voice high, in the belief that a high voice carried further than a low voice. That, however, was a fallacy. The air-waves created by a high voice were thin, and were soon dissipated. Each voice had its peculiar features and its peculiar key. Training for one voice would not do for another voice; nor was it advisable to try to train the voice of young children for speaking any more than it was advisable to try to train the voice of children for singing. Each person should endeavour to ascertain the natural key of his voice, to modulate it by easy gradations in speaking, and to develop it by the proper action of the respiratory organs.

A discussion followed, which, not unlike other discussions, tended to wander from the point. Mrs. BEHNKE spoke of the needs of those who use their voices in their work. And for them no doubt training is exceedingly valuable. But subsequent speakers were confused between this view and the need of teaching children clear articulation. Dr. BROUGH caused some amusement by saying in apology for his own voice that it was the result of five voice-trainers. He was inclined to scoff at the empiric-expert view, but hoped that science would soon come to our help, not only to cure voice-troubles but to teach us how to avoid them.

After the discussion the visitors were invited by Miss Carpenter to afternoon tea in the Alexandra Hall of Residence for women students, the whole of which was thrown open to inspection.

In the evening the Mayor of Aberystwyth vied with the Principal of the College in the cordiality of welcome and generosity of hospitality. Certainly the visitors were well treated. Mr. Peter Jones, in the name of the Mayor and Corporation, greeted the assembly in a terse speech in which he said Aberystwyth appreciated the honour the Guild had done it by selecting it as this year's meeting place. He also dwelt on the progress of Welsh education, remarking that Wales availed itself in a remarkable manner of the powers of the Elementary Act of 1870; that two years later it had established the University College of Wales at

Aberystwyth, and of recent years had covered the country with intermediate schools, which he hoped would not only be of benefit to Wales, but a guide and incentive to England as well.

The next day, Wednesday, which according to the programme was to be devoted to excursions, proved to be the one rainy time in a week of ideal spring weather. Yet those who were brave enough to visit the Devil's Bridge were well rewarded.

In the evening the Annual General Meeting took place. The Report of the Council was presented, and after a valuable discussion adopted. But the discussion, though valuable, was by no means commensurate with the deserts of an excellently written Report, proving the very considerable activity of the Council during the year.

On Thursday the sun shone brightly again, and it was with some reluctance that visitors entered the debating hall, through the open doors of which the white-crested waves could be most alluringly seen.

Mr. THELWALL, of Clifton, made a strong appeal on behalf of the Guild Friendly Society. It does not seem likely that this scheme, over which the Council have taken infinite pains, will be continued unless the members at once show their realization of its needs.

The first subject on the programme was introduced by Mr. J. WAUGH, M.A., Higher Grade School, Cardiff. The subject was: "How far is it possible or desirable to coordinate County Councils with School Boards in the organization of Secondary Education?" Mr. Waugh thought that the intelligent action of School Boards, their intelligent policy, and generous support in the main of advanced education set up a strong claim for them as co-workers in higher education. School Boards, being popularly elected for educational purposes and the members as a rule chosen for educational fitness, gave them a just claim for fitness for the purpose of intermediate and higher education. Coordination would prevent overlapping and undue expenditure. It would also remove aloofness and distinction between teachers. He hoped the time would come when all grades of education would be managed by one local authority controlled by one central Board.

Then Prof. FOSTER WATSON read a paper on the same subject prepared by Mr. J. NEWTON COOMBE, Sheffield. The writer said that an intimate acquaintance with various kinds of tax-aided education and their administrative machinery had convinced him that no scheme of organization of educational forces could be regarded as satisfactory which did not provide for the ultimate, if gradual, transference of the external control of all schools receiving aid from public funds in a given district into the hands of a single local education authority so constituted as to be free from the party strifes and individual narrow-mindedness which spoiled much of the work of so-called popularly-elected School Boards. He concluded his paper by contending that in the absence of a complete scheme of organization of tax-aided education, including the unifying of authorities, it was undesirable for Parliament to interfere with the existing arrangements for the control of the higher primary education work in which the School Boards and County Councils were engaged; but that, inasmuch as the technical instruction controlled by the County Councils would be practically useless without the preliminary higher-grade education provided by the School Boards, the two bodies should so cooperate as to make their schools respectively a preparation for and completion of the other's work.

Mr. DAVID SALMON, the Training College, Swansea, thought, if there was to be coordination, it was absolutely necessary that the areas of School Boards should be greatly enlarged. In very small areas there was a difficulty in getting fit members of School Boards. Some of the members could barely sign their own names. At the same time the members were selected for their interest in and knowledge of education. Members of County Councils, however, were selected for their knowledge of cattle plague and business matters, and, though County Councils had power to co-opt educational experts, the experts were conspicuously outside. The members could speak neither English nor Welsh well, and knew nothing about the management of educational institutions. Nevertheless they had the control of secondary education. He looked with profound distrust on South Kensington as the controlling authority of technical education, and hoped that it would be replaced by one central authority at Whitehall for all grades of education.

A Member pointed out that secondary education was not controlled by County Councils in Wales, but by a county governing body which was largely composed of educational experts.

The Rev. G. W. Gent, M.A., Principal of Lampeter College, and Mr. Turpin, the Grammar School, Swansea, being absent through illness, Miss DOBELL, Pontypool, introduced the question of "The Relation of the Elementary to the Intermediate Schools: for example, when Bifurcation should take place." There were, the speaker stated, three classes of children. There was one class who would never enter an elementary school. In the second place, there was a class of children who would never enter a secondary school, but must be fitted for their pursuits in life in the elementary schools. And there was the class who would go on to a secondary school. For those who would not go to elementary schools, provision for elementary instruction in secondary schools should be made. For the masses, the education in elementary schools should be as complete as possible. For those, however, who intended going on to secondary schools, let the secondary schools have the pupils as soon as possible, and before their

minds became too conservative to easily adapt themselves to the new methods of the secondary school.

The absence of the two advertised openers of this discussion was the more readily forgiven, as the question is a burning one in Wales, and there was no lack of speakers.

Mr. TREVOR OWEN strongly supported the view that children should leave the elementary school to go to a secondary school at the age of eleven. Mr. AINSWORTH DAVIS would have all children pass through the elementary school in "democratic Wales." The general feeling of the meeting was clearly that the later the child came to a secondary school the more his future work was handicapped. Dr. ISAMBARD OWEN, who was in the chair, in summing up the discussion, treated sympathetically the point of view of the elementary teacher, who naturally does not like to lose his best pupils just when their influence on the general work of the school is beginning to be felt.

In the afternoon the two sections, by general consent, sat consecutively instead of contemporaneously. The first question was: "Child-Study: how it should be conducted, and by whom." Miss WOODS read an excellent paper, which we hope to find space for in a subsequent number. While fully admitting the growing need of studying the child, she warned her hearers of the various dangerous ways in which over-consciousness can be produced, and the observer can be deceived. The child cannot be studied and treated as the chemist deals with the subject of his experiments. In experiments with children it is far more difficult to get natural conditions, and tabulated answers to "child-study" questions may be quite misleading. A paper was then read which had been written by Dr. LANGDON DOWN, one of the Vice-Presidents of the British Child-Study Association. The writer recognized the need of sympathetic insight, but insisted that experiments might wisely be made, and urged that information must be collected, as at present the science was tentative. Mr. HOLMAN, H.M.I., followed with some amusing illustrative stories.

The second subject of the afternoon—"The Cooperation of Parents and Teachers in the Education of Children"—was introduced by Mr. SIMMONS, of the Preparatory Branch of University College School, in an interesting paper full of practical suggestions and wise hints. Mrs. G. R. SCOTT, of Oxford, was unfortunately prevented from being present. But her paper was read by Miss CARPENTER.

The Rev. J. E. WELLDON, Headmaster of Harrow, contributed a paper on this subject of which the following is a summary:—Mr. Welldon thought that of late years schoolmasters and schoolmistresses had turned the tables somewhat arbitrarily upon parents. There was a time when parents were apt to treat the education of their children with ill-humoured disdain, looking upon educationists as being of a different and perhaps inferior social order. It survived to-day perhaps sometimes in the treatment of governesses. To-day it was not the parents who were critical of schoolmasters, but rather schoolmasters who were critical of parents. Parents were, perhaps, looked upon as natural enemies, and that the less they knew and saw of their parents the better would the education of the children be. A celebrated schoolmaster once remarked that the boys of his school were always reasonable, the masters sometimes, and the parents never. That was not his experience. He had seldom to complain of parents, and was often grateful to them, as he had found them intelligent, appreciative, and sympathetic. It was part of an educator's duty to try to understand the position of parents as well as to make them understand his own. Parents were sometimes unreasonable when their boys were ill or in trouble, and that was largely forgivable. To effect an intelligent understanding and sympathy with parents ought to be a primary object of any good schoolmaster, for he who knew the parents knew the pupils. He could often trace their failures and weaknesses as well as their virtues—he realized the good or the frailty—he saw the natural issue of such tendencies as appeared in the boys, and the knowledge so gained was a help to the teacher in his educational work. That schoolmasters might help parents was a truism. If pupils lived at home, the effect of school discipline upon the homes was often remarkable. Night work necessitated order in the homes, and the school did as much good to the home as to the boys. Perhaps parents nowadays depended too much upon schoolmasters. It was not right to leave all teaching and all education to the schoolmaster. The early part of education, perhaps the best part, was given at home. Nothing a teacher could do at school could make amends for the loss of such teaching as parents in the early years of their children's lives could give at home. He feared it was more the fashion to assume that the whole parental duty in education was performed when a boy's bills were regularly and punctually paid. That was the reason why boys and girls, when they went to school, were often so ignorant and so ill disciplined. A mother who spent time in teaching her children to read and write, and especially to spell, was facilitating their subsequent education; nay, she was getting to know their characters and capacities—she was forming between them and herself a life-long sympathy. Similarly a father who showed an interest in his children's intellectual progress supplied a highly valuable motive to industry, though he should not unreservedly approve the attitude of the father who supported scholastic authority to the extent that whenever his boy got a flogging at school he gave him a second flogging at home. He only pleaded

that parents should place themselves in sympathetic relation to the educators of their children. But it was especially in religious teaching that parents could do more than schoolmasters, and he believed there was cause to much lament, in the upper social classes especially, the loss of a simple familiarity with the language and contents of Holy Scripture—such familiarity as was found more often when it was the habit of parents to read and study the Bible with their children in their homes. On the other hand, parents expected more than could be justly expected. After all, schoolmasters did not begin the work of education. It began at home. They did not educate the children for more than a few years. They were not responsible for their hereditary faults or social diversions, and it was unfair to blame teachers if they did not always succeed when the parents, whose chance was quite as good as the teachers', had failed. His strong feeling, therefore, was that the greater the knowledge which parents and teachers acquire of each other the better the understanding, the more intelligent their sympathy, so would the educational result be the happier and the more successful.

This discussion brought the very fruitful Conference to a close. Aberystwyth is a far cry from London, and Cambrian railways are none of the quickest. But a more delightful spot for an Easter picnic could scarcely have been chosen, and the bright weather contributed in a marked degree to the success of the gathering. One is struck at first sight with the fact that Aberystwyth is a University town. The long crescent of lodging houses and hotels which faces the sea terminates in the University College at the one end and in the Hostel for Women Students at the other; while the streets are full of students, the men in the orthodox cap and gown. No town could have proved itself more hospitable. The visitors were made much of in every way. But there is much more beyond the "picnic" aspect of the gathering. The chief value of such a meeting is not found in the Conference hall—though that was valuable enough—but in the hundred and one little conferences that take place over a pipe or a cup of tea. And not the smallest of the benefits is that English visitors had some chance of learning at first-hand how the Welsh Intermediate Education Act works. It is true that from one point of view the Conference cannot be called representative of the whole Guild. That is the fault of the members who do not take this opportunity of combining a holiday with professional discussions. Those who came had their full reward, and cordial indeed, were the thanks of every one to the hosts and to the organizers.

THE RELATION OF THE INTERMEDIATE TO THE ELEMENTARY SCHOOL.

To the Editor of The Journal of Education.

DEAR SIR,—The discussion on this point at the Conference at Aberystwyth was brought to a conclusion before I had an opportunity of putting into words, as a solemn warning to England, the earnest conviction, which has burned within me ever since I took up intermediate work in Wales, three years ago, and to which daily experience gives increasing strength. Surely Wales has made a mistake in this matter, and "the idea" of the movement is more than "to give a good secondary education to every clever boy and girl, wherever he lives and however poor he may be." Why should the boys and girls be *clever*, and, above all, why should they be *poor*? I am tempted to ask: "Are these all thy children?" Public secondary education is the main thing—brought within reach of the greatest number. As a matter of fact (so far as I know the Welsh Intermediate Schemes), the number of children who have full or part remission of fees is in strict proportion to the total number of children in the school, often "not less than one-tenth, nor more than one-fifth." Obviously, the remaining percentage must be drawn from a class which can afford to pay; yet many speakers insisted that it was "anti-democratic" even to suggest that the schools were partly intended for children who would never enter an elementary school. It was taken for granted, over and over again, that the sole desire of parents in such case was respectability.

Surely it is far more unfair and anti-democratic to say to a British parent, who pays the Intermediate rate, and who is anxious, possibly at some self-sacrifice, to secure for his children a good secondary education *from the beginning*: "No, we cannot take your children until they are ten years old, and until they can pass an examination equivalent to the fifth standard." Why should we be obliged to refuse this inestimable advantage of having children from the very beginning? I am sure English headmistresses of secondary schools will agree with me that the children who, professionally speaking, give the most pleasure are those who have come up right through the school, often from the kindergarten. Time after time the Company's Scholar in a G.P.D.S.C. school has done so.

I am told that a school endowed by public money is not for children too proud to make use of public elementary schools. I cannot accept this as an answer, so long as elementary education remains unchanged. Mr. Russell described a beautiful dream, to realize which we must, first of all, entirely re-make our elementary schools.

But, apart from all questions of merit, so long as the intermediate school fees are in guineas, and the elementary school fees in pence, it will be impossible to persuade the British parent, with his strong commercial instinct, that the difference is not in *kind*, but in degree. In my opinion, elementary, or rather primary, education, under present conditions, is one thing, secondary is another—each has its own beginning—the connexion between the two, for the purposes of the Intermediate Education Scheme, is formed by the scholarships given to children who have proved their worthiness in the elementary school; but, because the nation has not yet proposed to give free secondary education to *all*, I cannot agree that it is anti-democratic to wish to give the foundation of a good secondary education—and it is in the earliest years that this is laid—to those who are willing to pay the fees which the intermediate schools ask.—Yours truly,

AN ENGLISHWOMAN TEACHING IN WALES.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Council held a special meeting on March 26, to settle their annual report and the statement of accounts for 1897 for the Annual General Meeting at Aberystwyth. There were present: The Rev. Canon the Hon. E. Lyttelton, Chairman; Professor Foster Watson, Vice-Chairman; the Rev. J. O. Bevan, Mr. H. C. Bowen, Miss H. Busk, Miss Carpenter, Mr. Charles, Miss Edwards, Professor Hudson, Mr. Langler, Mr. Montgomery, Miss Page, Mrs. Scott, Miss Smither, Mr. Storr, Mrs. Sutton, Mr. Thornton, and Mrs. Tribe.

The Local Guild recently formed at Ipswich was duly affiliated as a Branch of the Teachers' Guild.

Further arrangements in connexion with the Professional Joint Agencies for Assistant-Masters and Tutors, Assistant-Mistresses and Governesses, were made, and the representatives of the Guild on the Committees of the Agencies were appointed.

Forty-six applicants for membership of the Guild were elected, viz.: Central Guild, 14. Branches: Aberystwyth, 15; Bournemouth, 10; Brighton, 1; Croydon and East Surrey, 5; Ipswich, 1.

The Council held another meeting at Aberystwyth on April 22, after the General Conference. The Rev. Canon the Hon. E. Lyttelton was re-elected Chairman of the Council, and Mr. John Russell, B.A., was elected Vice-Chairman. The Committees for 1898-99 were appointed, and the suggestions sent up by the Officers' Meeting at Aberystwyth were considered and dealt with.

Forty-seven applicants for membership were elected, viz.: Central Guild, 10. Branches: Aberystwyth, 4; Bournemouth, 6; Bradford, 1; Bristol and Clifton, 1; Cheltenham, 5; Folkestone, Hythe, and District, 7; Ipswich, 1; Manchester, 1; and Sheffield, 11.

Miss Alice Woods, Principal of the Maria Grey Training College, Brondesbury, N.W., and Mr. J. W. Longsdon, M.A., Lecturer to the Surrey County Council and ex-Chairman Assistant-Masters' Association, were co-opted to fill the two vacant seats among the general members of the Council till the next General Meeting.

Reports from the General Secretary and the Executive Committee of the Council were received.

Mr. J. L. Watson, M.A., late representative of the Folkestone, Hythe, and District Branch on the Council, was appointed a local correspondent for the Chichester District.

A meeting of officers of the Guild attending the General Conference was held at Aberystwyth on April 20. The Teachers' Guild Friendly Society scheme, the Benevolent Fund scheme, and other matters were discussed. It was announced that Miss Mary Barlow, of Colwyn Bay, who had offered £150 towards a Teachers' Guild Benevolent Fund if the same amount could be collected before April 30, 1898, had received a further sum of £70, which, with the annual subscriptions and donations collected by the Guild, make a total a little over £150, the necessary amount to secure the other £150. The fund, therefore, will be instituted with a capital of £300 odd. As, however, only £13. 7s. 6d. of the £150 raised is in the form of annual subscriptions,

it is obvious that further contributions are necessary to keep up the fund, and they will be gladly welcomed. The Colwyn Bay Centre of the North Wales Branch has voted £2. 2s. out of its balance in hand, and hopes to continue its contribution annually.

At the Annual General Meeting of the Guild at Aberystwyth the fourteenth annual report of the Council was presented and approved, subject to two or three slight alterations.

Mr. J. W. Adamson, B.A., King's College, London; Mr. R. F. Charles, M.A., City of London School; Miss J. Connolly, Aske's Girls' School, Hatcham, S.E.; and Miss A. J. Cooper were elected to seats on the Council as general members. Of these the three latter had retired in accordance with the articles of association, and offered themselves for re-election.

A report of the proceedings of the Conference appears in another part of this number of the *Journal*.

CENTRAL GUILD, LONDON SECTIONS.

Tuesday, May 10, 8 p.m. Section E.—Lecture, to Sections D and E, on "Some Characteristics of Victorian Literature," by J. Newby Hetherington, Esq., at the High School, Norland Square, W.

Wednesday, May 11, 8 p.m. Section F.—Lecture on "Education in Ontario," by the Chairman (Professor W. H. H. Hudson, M.A.), at Clapham Modern School, Clarence House, North Side, Clapham Common, S.W., by kind invitation of Miss Wheeler.

Tuesday, May 24, 8 p.m.—Section F. Lecture on "Browning's Studies of Pictures and Painters," by the Rev. Professor H. C. Shuttleworth, M.A., at the High School, Clapham (East Side, Clapham Common, easily accessible), by kind invitation of the Headmistress (Mrs. Woodhouse). Members of all sections are cordially invited.

The Courses of the Franco-English Guild for teaching French to foreign students, *women only*, are now in work in Paris.

On Monday night, March 21, a meeting to form a local Branch of the Guild was held in the Central Hall, Walsall, where the chair was occupied by Mr. Sydney Gedge, M.A., M.P., who explained the objects of the Teachers' Guild, pointing out that it was no trades union. Its object was to benefit education generally, and for that purpose to bring teachers of all sorts into one united body. Mr. H. Courthope Bowen (a member of the Council of the Guild) then addressed the meeting, and said he was there that night because he had a keen interest in the Teachers' Guild, an interest which he made bold to say was a public-spirited one. The Guild had grown as a benefit to the teachers and a still greater benefit to the public. It was said that, if they were as united as they should be, they could carry certain things without going to Government or asking Jupiter to pull their cart wheel out of the rut. If things were not as they ought to be, then the teachers were to blame. It was no use whimpering if they did not raise their voices, and raise their voices in chorus. It was in consequence of this that a number of them collected in London, and made up their mind that they would speak with something of authority. Gradually they gained ground and were able to show something of their power. They had had a Royal Commission on Secondary Education, and he made bold to say that it was the Teachers' Guild that set the agitation for the Commission on foot, for, backed up by the Universities of Oxford and Cambridge, they showed their power, and consequently a Commission was held, which had been very valuable in the evidence which was taken. One thing must be laid down, and it was a test as to teaching qualifications, for until that was brought about they could not be a profession. Another thing they must be careful of was to keep the question of education apart from party politics. There were two things to consider in this education question: first of all, the children; but were they not to consider the teacher? Had he not something to get out of this teaching? He made bold to say that, unless the teacher had something to get out of it—he did not mean money—then so much the worse for the child. He would not enter into the matter of salary, because that was a difficult one he did not intend to go into; but were the conditions of teaching to be such that no self-respecting person could work under those conditions, without real profit to himself or herself? If teaching was to turn him or her into a drudge, then it was a bad look-out for education; but he believed it was possible to make the fresh air blow through their schools and to take away the foolish ideas that teachers used to have when people talked about the mysterious endowment of this God-given gift of teaching. The fact was that, twenty-five years ago, teachers were afraid of each other, but now this Guild had taught them to throw away this foolish isolation, and join hands in their noble work. Speaking of the Guild he represented, he said that it now had thirty-five Branches, and they wanted each Branch to become a centre of social interest. Do not let a Branch expect to leap all at once into the position of a full-fledged earnest professional body; rather let them gather the teachers together in some quiet social way, and learn to know each other. Then they would learn who were the ladies and gentlemen they could put forward to speak on this matter. Before long there was to be a Secondary Education Bill, and he was told it was to be a very little Bill—which meant that it would take a very little bit of a vast subject and legislate for it as a whole subject. Supposing this Bill was a small Technical Education Bill: it meant that all the money available for other than

elementary education would be marked for the purposes of this particular Bill, and, if they tried to do anything towards secondary education, there would be no funds, and it would be absolutely necessary to propose an addition to the rates. Let them, therefore, exert themselves and show some kind of authority on this matter. Let them work shoulder to shoulder, so that politicians could not catch them up and say: "You teachers are not united amongst yourselves." In concluding, he touched upon various branches of the Guild's work—the hope of becoming a registered profession, the helping of members to tide over difficulties, the circulating library, and the creation of an educational museum. He did not ask them to join on the principle that for every penny paid in they would soon get half-a-crown back. Let them take up the work in a spirited manner and organize themselves, so that they could do their duty to Walsall, their duty to themselves, and to the children God had left under their care. Speeches were made by Mr. Bompas Smith, Mr. Busby, Councillor Powell, and Mr. T. A. Smith. It was decided to form a local Branch of the Guild.

BRANCHES.

Bradford.—The annual meeting was held on Friday, March 25, at the Bradford Grammar School. A. Wheatley, Esq., B.A., B.Sc., President of the Branch, took the chair. After the election of a Vice-president and members of the Council for the ensuing year, Mr. Fabian Ware, B. ès Sc., delivered a lecture on "The Position of Modern Languages in the Curricula of German Secondary Schools." The lecturer first of all referred to the three main types of German higher schools: the *Gymnasium*, or fully classical school; the *Realgymnasium*, or semi-classical school; and the *Realschule*, or modern school. Dealing with the last, he showed how this school provided the very best kind of education for a boy who was going to enter commercial life; and remarked that it was entirely owing to the want of such schools in England that all the recent agitation about commercial education had arisen. In the *Realschulen* modern languages—that was to say, the mother tongue, French, and English—formed the basis and the greater part of the instruction. These replaced, as far as possible, the classical languages in providing a sound literary education, without which even the man of commerce could not acquire the "art of solicitation." Turning to the classical schools, he stated that these had been led—doubtless, from utilitarian motives—to give an ever-increasing place in their curricula to modern subjects. The struggle between the classical and modern spirit resulted in the overcrowding of the curricula of the *Gymnasium* and *Realgymnasium*. Mr. Ware then alluded to the new official *Lehrpläne* of 1892, showing the large amount of time devoted to modern subjects. But he more particularly dwelt on the reformed curricula of Frankfurt a.M., which have been in force since 1892. It was evident to the authorities of that town that the school hours must be reduced, but that as far as possible it should be by the readjustment, and not by the elimination, of educational forces. They had ultimately decided on a very interesting experiment, which was at present being carefully watched throughout Germany, and was provisionally declared a success. There seemed little doubt that it would result in a revolution in the curricula of all the German classical schools. Briefly the experiment consisted in postponing the commencement of Latin in these schools to the fourth form from the bottom. At the same time the curricula of the lowest three forms of the different types of school were made identical, so that a boy was able to pass from one kind of school to another up to the age of twelve or thirteen without spending several years in the elementary study of subjects for which it was discovered that he had no taste. The boys in the Frankfurt classical schools began with the study of French, devoting six hours a week to this subject during the first three years. In the fourth year of the *Gymnasium*, Latin was commenced, ten hours a week being allotted to this subject. Two years later, Greek and English were begun in the *Gymnasium* and *Realgymnasium* respectively. The reform was defended on the highest pedagogical grounds, it being considered that the study of the living foreign language should precede and lead up to that of the dead tongue. As to the methods of teaching modern languages in these schools, the boys were, in the first place, taught the spoken language, grammar being taught "inductively." In some, but not all, of the schools phonetic symbols were used. The results of the teaching were marvellous from an English point of view. The teachers of modern languages in Germany were Germans, not foreigners. Their status and remuneration were far superior to those of the modern language teacher in England. They had to pass two years of professional training, besides spending at least three years at the University. Mr. Ware attributed Germany's superiority in modern language teaching to four causes:—(1) the teachers were of the same nationality as the pupils; (2) they were trained; (3) they were satisfactorily remunerated and were granted adequate pensions; (4) no teacher was allowed to give more than twenty lessons a week. He referred briefly to some of the results in modern language teaching he had witnessed in various German schools. The lecture was followed by an animated and interesting discussion, and Mr. Ware was warmly thanked.

Bristol and Clifton.—The annual meeting of this Branch was held at University College on Tuesday evening, March 29, the President

(Mr. E. Thelwall, M.A.) in the chair. The annual report and balance-sheet were presented. The report stated that, owing to the prevalence of illness in Clifton last autumn, very few meetings had been held during the year, but in other ways the work of the Branch had been carried on satisfactorily. The membership at the close of the year was about one hundred. A number of books had been added to the library, which now contained about six hundred and forty volumes, including many valuable educational works. The representative of the Branch (Mr. C. E. Frank) had attended the General Conference at Norwich last April, as well as the meetings of the Central Council in London. The result of the annual election of officers and members of the Council was announced, and other business done. During the remainder of the evening an excellent selection of music was given, which had been arranged by Mrs. J. L. Roeckel. Miss Moline and Professor Lloyd Morgan contributed songs, Miss Wingate and Mrs. J. L. Roeckel pianoforte pieces, and Mr. Harold Bernard violin solos, and an extremely enjoyable evening was spent. At the close the performers were warmly thanked for their assistance.

Ipswich.—The second general meeting of the Ipswich Branch was held at the Queen Elizabeth's School on Saturday, April 2, at 4 p.m. The chair was taken by the Rev. P. E. Raynor, M.A. A letter was read from the General Secretary to the effect that the Ipswich Branch had been affiliated to the Teachers' Guild of Great Britain and Ireland. The Rev. P. E. Tuckwell, M.A., Headmaster of the Seckford Grammar School, Woodbridge, was elected as representative to the General Council. Papers on "Registration" were read by Miss Harrison and by the Rev. E. I. A. Phillips, B.A. These were followed by a discussion, in which several members took part.

LIBRARY.

The Hon. Librarian reports the following additions to the Library :
Presented by Messrs. A. & C. Black :—Shakespeare's *King Lear*, edited by P. Sheavyn, M.A.

Presented by Messrs. Blackie & Son :—Elementary Chemistry, Practical and Theoretical, First Year's Course, by T. A. Cheetham.

Presented by Messrs. Wm. Blackwood & Sons :—Greek Unseens for Higher Forms, by H. W. Auden; Higher Latin Prose, by H. W. Auden.

Presented by the Cambridge University Press :—Western Civilization in its Economic Aspects (Ancient Times), by W. Cunningham; Isaiah, Chapters xl.-lxvi., edited by J. Skinner (Cambridge Bible); Ezra and Nehemiah, edited by H. E. Ryle (Smaller Cambridge Bible) (two copies of each).

Presented by Messrs. Macmillan & Co. :—Zwischen den Schlachten, von Otto Elster, edited by L. Hirsch; Sappho (Trauerspiel), von F. Grillparzer, edited by W. Rippmann; Sacs et Parchemins, par Jules Sandeau, edited by E. Pellissier; L'Abbé Daniel, par A. Theuriot, edited by P. Desages (two copies of each).

Presented by the University Correspondence College Press :—A History of Rome, 390-202 B.C., by W. F. Mason and W. J. Woodhouse; Milton, Paradise Regained, edited by A. J. Wyatt; Euripides, Hippolytus, edited by J. Thompson and B. J. Hayes.

Purchased :—Sully's Handbook of Psychology (new edition).

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

The third annual "Convention" of the International Kindergarten Union, lately held in Philadelphia, was the occasion for an inspiring address on "Infancy and Education," by Dr. Nicholas Murray Butler. The paper is reported in full in the March number of the *Kindergarten Review* (to be seen at the offices of the Teachers' Guild), and is well worth perusal by other than kindergartners. After referring to the lower types of animals, in which "life is complete at birth, nothing remains to be acquired or learned, and infancy, and therefore education, are absolutely lacking," the Professor points out that, "as we rise in the scale, there finally comes a time when the young animal is born into the world unable to perform all of the functions that devolve upon its parents. Instead of being born complete in every respect, able to do at the instant of birth everything that it is ever able to do through the course of its life, there is something for it to learn to do, some adjustments to be made, some powers to be acquired. At that point infancy begins, and at that moment education becomes possible." Those adjustments are of two kinds—to nature and to the spiritual environment. Both are the work of education, though the latter, "beginning with birth, lasts as long as impressionability remains." From the point of view of the educator, this spiritual environment or civilization presents a five-fold aspect—scientific, literary, æsthetic, institutional, and religious. "Those five elements of civilization are the strands which have run through it from the beginning, which, so far as human wisdom can see, will run through it to the end; and adjustment, therefore, to the world about us is not complete—we have not received our full inheritance, and attained to education or culture—until we have travelled each one of

these five paths of approach to civilization." The consideration in detail of these five points leads to the following fine rehabilitation of the "humanities" :—"I insist that the term humanity must be made broad enough to cover every one of these five elements of a liberal education; that science is a humanity, art is a humanity, the institutional life is a humanity, religion is a humanity, as much as that form of human speculation and reflection that has enshrined itself in letters."

Of the religious element the Professor says: "It can no more be omitted than the scientific or the literary; and yet we are face to face with the fact that it may not be given (in the United States) in any State-supported school. Here lies the duty and the opportunity of those two other educational institutions—the family and the church. Until the family and the church take up the portion that belongs to them, and understand that the school is not the only educational institution—that it is only carrying, and is only capable of carrying, a portion of the burden—education will remain more or less incomplete. . . . In a private conversation, only last summer, Mr. Gladstone said that the internal history of England for the next generation was likely to turn upon the question of religion in education—how shall it be given? The topic is indeed deeply interesting to men of our time, but my present purpose is fulfilled if I simply express my conviction of its fundamental importance and of the place that it is entitled to occupy in a broad and generous culture." The paper concludes thus: "We have wrested our ideal of education from history and from nature; it is based upon the theory of evolution; it is supported by all those sciences that deal in whole or in part with human nature; and when the period of plasticity has been used according to the dictates of that ideal, and that ideal has been reached, then, and then only, is education scientifically or philosophically attained; and it is because the kindergarten alone is the basis for each one of these five elements of training or discipline that it is the indispensable foundation of a modern education."

Other interesting items of the meeting were a revolutionary paper on "Music in the Kindergarten"; a suggestive address by Dr. Witmer, of the University of Pennsylvania, on the "Kindergarten as a Psychological Laboratory"; and a dignified attack on Herbart—or the Herbartians—by the authoress of "Symbolic Education," who declared her purpose to be "to save the great body of kindergartners from practices as pernicious as they are anti-Froebelian." We often find ourselves wondering, in reading the reports of such Conferences as these, why the advocates of the kindergarten do not strengthen their case by collecting the after-records of its pupils. A printed paper of well-chosen tests and questions sent to a hundred headmasters of secondary schools would be sure, in the majority of cases, of sympathetic attention, and probably productive of enlightening results.

A propos of circulars of inquiry, a warning reaches us from Kansas City that they are not always genuinely educational. A list of questions purporting to be in the interests of "child-study" was drawn up by an enterprising firm of medicine makers, transmitted through the superintendent to the teachers of the city schools, by them answered in good faith, and returned to the supposed investigators. One of the questions asked the names and addresses of defective children. Nearly two thousand were given; to these, in the course of a few days, was mailed the advertising circular of the enterprising firm! Everybody is, of course, angrily blaming everybody else.

William the Conqueror is not generally reckoned amongst our educational reformers, but, if the Curfew Law, adopted in 1894 in Lincoln, Nebraska, and to-day in force in several hundred American cities, proves to be really of the service to the schoolmaster it is declared to be, the Universal Union for Hypnotico-pedagogics will certainly have to celebrate another millenary in 2087. The American ordinance provides that all children under fifteen years of age shall be indoors, unless accompanied by responsible seniors or sent on errands, by 9 o'clock in summer and 8 o'clock in winter. The reports from the cities that have tried the experiment are unanimously favourable. "A decrease of 75 per cent. in the arrests of youths" is reported by one mayor; "a reduction of fully 50 per cent. in the commitments to the reform school," by another; "no commitments to the reform school for two years," by a third. And the teachers in the public schools of Lincoln say that "since curfew went in force, boys who formerly kept late hours on the street at night, and were behind in their studies, under curfew come regularly, are punctual, mentally refreshed, and up with their studies." The policeman is a great ally of the parson; why not, also, of the pedagogue? And yet we think curfew will never again ring seriously in England.

A measure before the Massachusetts Legislature, to confer authority upon the Board of Education to grant degrees for the completion of a full course of study at the normal schools, was opposed by the Board, and has been adversely reported on in the Legislature. The Secretary of the Board writes: "We have placed our normal schools above the high schools, in line with the colleges, with a surprising increase both in interest and attendance, but we are not yet ready for degrees."

The *School Journal*, in animadverting upon the custom of publishers to present specimens of text-books to teachers, remarks: "There is no such custom in England." The editor is misinformed; the custom does still exist, but is, we hope, being slowly replaced by a better. For some time past, several of the leading publishers have been

in the habit of presenting their school publications to the libraries of certain teachers' societies, whose members thus have the advantage of examining and comparing a very large number of the text-books published in any given subject. It would be very desirable that the larger and more central libraries should possess complete sets in each subject, but that must depend upon the growing good will of the publishers.

CANADA.

Canada is a much-governed country. The provinces, with their legislative assemblies, cabinet ministers, and host of Government officials—and some provinces with the relic of former days, the Legislative Council,—and the Dominion House of Commons, the expensive and often partisan Senate, the long list of Cabinet Ministers and Civil servants, would impress the student with the idea that there was a large, rich, and populous country to be governed instead of some six millions of inhabitants. And the legislators love to play at politics, consuming much valuable time because of the excessive partisanship which manifests itself, especially in the Dominion House. It is this excessive devotion to party and party interests that has so often hindered the material progress of the country. There is one thing for which most Canadians are thankful—viz., that the control of education is vested in the provincial legislatures, and cannot become the football of the Liberal House of Commons and the Conservative Senate. This practice of having an Upper Chamber has almost disappeared from Canadian provincial administration, but it still persists in the old conservative province of Quebec, where changes come very slowly. We have been reminded of this survival in the fate of the Education Bill lately brought before the Assembly and the Council, the first of which bodies sanctioned it, but in the Council it was defeated, and progress in educational reform has received a set-back. Quebec has experimented in educational government: for, since 1846, the head of the Department of Public Instruction has at one time been a superintendent; at another a responsible Minister of Education; again it was changed to a superintendent; and, in the Bill which has been rejected, it was proposed to revert to a responsible Minister having a seat in the Cabinet. This was the reason given forth for the defeat of the Bill in the Council, the feeling being strong that education should, as far as possible, be divorced from politics. The opposition was hardly consistent, for there was provision made whereby the Council of Public Instruction would have been retained and would have exercised the functions prescribed by law—a responsible advisory body. The rejection of the Bill has prevented many much needed reforms, which were incorporated in the Bill, and so shared its fate. An important one of these was the provision for the conveyance of pupils to central schools at the expense of the school boards, as is done so largely and with such great success in the State of Massachusetts.

On account of the religious differences in Quebec, necessitating two distinct classes of schools, there are very many poorly-attended schools, which are very expensive to keep up, on account of the few persons who have to bear the burden. Better results would be attained, at a much less expense, if some of these were closed, and a strongly-manned, well-equipped school established at some central point, to which the children could be conveyed at the expense of their respective school-boards. We hope that at the next session of the Legislature the differences may be adjusted, and the needed reforms introduced.

In the meantime, in this Province, there has been a very decided step taken in regard to the professional training of teachers for Protestant schools. No diploma is to be granted except to those who have taken at least a four months' course of training in the Normal School. Before entrance, the candidates must satisfy a central board of examiners of their literary qualifications by passing examinations at the end of their fourth or of the fifth year of the high school work. The diplomas are five in number:—(1) The Elementary diploma is granted at the successful termination of a four months' course in the Normal School. (2) The Advanced Elementary is given after a training of nine months' duration. In both cases, fourth year work in a high school must have been completed, and in the course for the Advanced Elementary diploma literary work is taken along with the professional work. (3) The Model School diploma is granted to those who have completed successfully a course of nine months in the Normal School, after receiving either of the Elementary diplomas, or after passing the fifth year in a high school. With the professional work in this course, literary work is carried on. (4) The Kindergarten diploma is given after a nine months' course to those who have taken the Advanced Elementary or the Model School diploma, and have shown special aptitude for kindergarten work. The whole kindergarten course thus requires two years in the Normal School. (5) Academy diplomas are given only to graduates in arts, after a course in education at a University or at the Normal School, with the usual work in the practice schools.

The great University in this Province is McGill, situated at Montreal, whose late president is the noted scientist, Sir William Dawson, and whose present head is Principal Peterson, late of Dundee, Scotland. There is a strong effort being made to establish a Chair of Education in this University, so that the students may have instruction in this important subject during their course. If established, it will be the

first in Canada, although every University of great influence in the United States has provided for this important department. These regulations apply only to Protestant schools. But the Roman Catholic friends of education have not been idle, but have recently established a Central Board of Examiners, and have provided institutes for their teachers in all parts of the Province, where, meeting together at certain times, they may have instruction in the methods of teaching and the aims of education. There is also in contemplation a scheme for the extension of Normal School work, which will probably result in another decided advance. And so, in conservative old Quebec, the interest in education and in improved methods is increasing in a very gratifying degree, and the prospects are very bright for a satisfactory solution of many problems if the politicians can be induced to drop partisanship when discussing educational questions.

The Manitoba School question is said to be still alive, but I doubt it. Certain interested politicians resurrect the dead body at various intervals, and decide that there are indications of life. At first, people were inclined to believe that this diagnosis might have some truth in it, but the lapse of time has dulled the interest, and dispelled any fears that may have arisen. The question was referred to the Provincial Government of Manitoba, where it belonged, and the Premier of that Province has wisely administered the law, interpreting it so as to deal fairly with all classes. It is the *spirit* of the law, rather than the *letter*, that is determining the administration of Hon. Thomas Greenway, and we may trust the matter in his hands, for he has the overwhelming sentiment of the Province at his back in his dignified, fearless, and judicious administration. That the Roman Catholics did not get what they wanted, and still want, is very true; but they are beginning to realize that their wants were rather excessive, and they prefer to take what they can get to holding out for what must appear now to be a hopeless and unattainable wish.

GERMANY.

In the conference held at the Ministry of Trade, at Berlin, in February, there was a general agreement as to inexpediency of establishing separate Commercial Universities. In Saxony, however—the pioneer in so many German educational reforms—another opinion prevails, and with the present term a new experiment is begun with the opening of a Commercial University at Leipzig. This undertaking is largely due to the active agitation of one of the youngest of German educational societies—the Association for the Promotion of Commercial Instruction. It was only in October, 1895, that a Congress to consider the question of Commercial Education was convened by the Chamber of Commerce at Brunswick. Before it separated, the Congress appointed a standing committee, which at once saw the necessity for some more permanent organization. The new Association which they founded is rather a federation of other corporative bodies, including, as it does, representatives of 13 German States, 69 Chambers of Commerce, 38 towns, 97 associations of business men, and 83 institutions for commercial instruction. The directors and teachers of these latter institutions have formed a separate association for themselves, and it is a noteworthy feature that, in order to secure a hearty co-operation of the two societies, there is a standing professional advisory council consisting of members of both associations.

Last year, a second Congress was held at Leipzig. At the former meeting the chief subject of discussion had been the Commercial Continuation Schools, their defects of organization, and the dearth of properly qualified teachers.

At Leipzig the higher stages of commercial education were considered, and in particular the question of commercial high schools, which were declared to be a necessity for the better training of business men and entirely in accord with the progressive culture of our age.

Acting in conjunction with the University, the Chamber of Commerce at Leipzig presented a memorial to the Saxon Government urging the creation of commercial high schools, and offering to guarantee the expenditure of the first year. To this proposal the Government agreed, and granted a subsidy of 5,000 marks (£250). The new high school will be an independent institution, but a share in the instruction will be taken both by the teachers of the University and of the well-known Leipzig Commercial School under Dr. Kaydt.

To matriculate at the new University, the students must either possess the leaving certificate of a nine-class school (*Gymnasium*, *Realgymnasium*, or *Oberrealschule*), or be persons in business who secured at school the certificate for one year's military service, and have satisfactorily completed their apprenticeship. Foreigners may be admitted over twenty years of age, if they can prove they have reached a similar standard of attainment. Special provision is to be made for those who wish to be trained as teachers in commercial schools. This course is open to University students, and to others who have been engaged in business for at least six years. Considering the scarcity, even in Germany, of properly trained teachers for such schools, this part of the work of the new University should not prove the least useful.

Towards the end of this month the annual meeting of German elementary teachers is to take place at Breslau. The chief interest of the meeting will probably centre round the address of Professor Rein,

of Jena, on the question of Training. His general conclusions will be found to furnish in many respects a striking parallel to the recommendations of the Pupil-Teachers' Committee. His chief propositions are:—(1) The increased demand for culture renders imperative an improvement in the training of elementary teachers. (2) General education and professional training are to be kept separate, and the former is to be to a great extent completed before the latter begins. (3) The general education must be more liberal and thorough. It should not be given in special institutions, but in one of the existing types of higher schools. (4) The training colleges must assume far more than in the past the character of a special professional school of pedagogy. (5) The Universities must be made available for the further training (*Fortbildung*) of the teachers.

In almost all German States, intending elementary teachers are prepared for the training college in special institutions. It is now universally accepted that this caste system is undesirable, but there is a wide divergence of opinion as to where this preparation should take place. Many object to the ordinary secondary schools, because they have no organic connexion with the elementary school and are likely to weaken in the pupil the feeling of sympathy for his future sphere of work, and there is also the fear, which is but half expressed, lest the best elements should not return to the service of the elementary school. The same party also oppose the employment of University trained teachers in the elementary training colleges, and urges that elementary teachers of proved capacity should be permitted to fit themselves for such posts by study at the University; but, before this could be so, the study of the theory and practice of education at German Universities must be greatly improved. Holiday courses for elementary teachers are now held regularly at Marburg, Greifswald, and Jena, and for the last two years a winter meeting at Berlin has been arranged by the authorities of the Education Department.

Professor Paulsen was lately describing, in one of the Berlin daily papers, the burdens of a public-school master in Prussia. The sum of his work is by no means represented by the four hours' daily teaching that he may be required to give; he spends at least another four in preparation and the uncongenial task of correcting exercises; then there are master meetings, and in many cases private lessons, so that for him "the eight hours day" is an unattainable dream.

But this is not the worst. However hard he may work, he is not trusted. Inspection and control in some form or another meet him at every turn, and the Professor quotes the case of a headmaster who

required samples of the corrected exercise-books to be sent to him weekly!

In many quarters the appointment of school doctors—a question which is now being discussed in many parts of Germany—is regarded as an increase of this burden of excessive control. The teachers regard the doctor rather as an enemy than as the friend of whom they should seek counsel. This feeling is due to the excessive claims made by certain medical professors at the Universities to determine the curriculum solely in accordance with hygienic principles. As a temporary measure the town authorities of Berlin have determined to appoint a certain number of doctors to examine the children in the elementary schools. Even here, to fully meet the wishes of the doctors would entail an expenditure of £10,000, since they recommend a doctor for every hundred and sixty children.

CHINA.

We are indebted to the *Manuel général de l'instruction primaire* (Paris) for the following additional information concerning the new girls' school in Shanghai to which we called attention last month. The school is to be supported by subscriptions, but only women will be allowed to subscribe! The committee of management, teachers, and servants are to be all women. Male collaboration is confined to the twelve members of the finance committee, and the two bursars, each of whom, however, must be either the son, husband, or brother of a subscriber, and will, moreover, never be allowed to enter the school buildings. The school is a boarding school of a new order, providing lodging for nothing and board at cost price, plus about two shillings a term for service. The fees for tuition are about four shillings a term, which, seeing that only girls of good family are to be received, strikes a European as being unnecessarily low. There are to be forty pupils, between the ages of eight and fifteen. Candidates for admission under eleven are expected to be able to read print; over eleven they must read writing and know "grammar." The teaching will be partly in Chinese, partly in English. There is to be an "ordinary" examination every month, a "special" examination every three months; the papers will be sent to outside scholars (male) to be marked; and satisfactory work will be rewarded. Teaching certificates will also be conferred, as well as degrees in medicine and law.

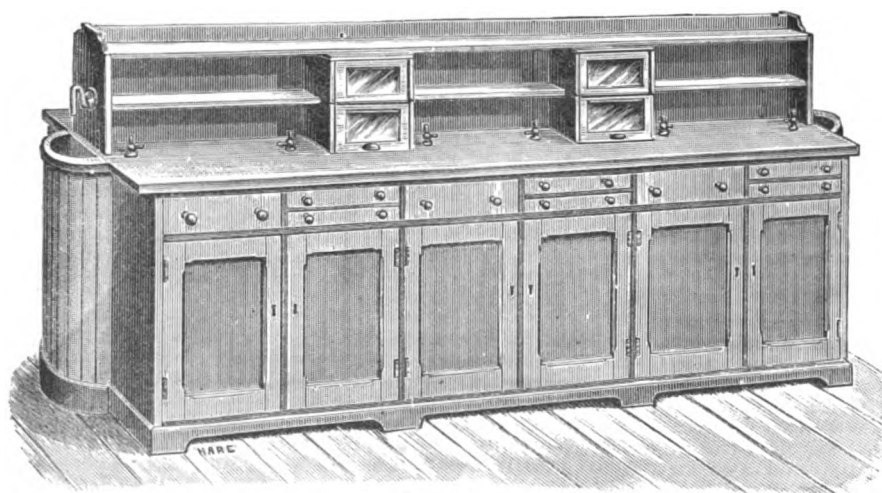
We trust this unique school will soon be fairly launched, though our

(Continued on page 318.)

ESTABLISHED 1858.

GEO. M. HAMMER & CO.,

Manufacturers of School, College, and Church Furniture,
370 STRAND, LONDON, W.C.



WORKING BENCH FOR CHEMICAL LABORATORY.

Every description of
Desks, Seats, Cup-
boards, Tables, Easels,
Blackboards, &c., &c.

Every description of
Fittings for Technical
Institutes, Polytech-
nics, Art Schools, Lib-
raries, &c., &c.

Proprietors of the
"Premier Patent Slid-
ing and Folding Parti-
tion" for dividing School-
rooms.

CATALOGUE OF SCHOOL OR CHURCH FURNITURE FORWARDED ON APPLICATION.

Estimates given for completely Furnishing Schools.

CLARENDON PRESS EDUCATIONAL LIST.

New and Recent Books.

Just published. Part IV., Section II. 4to, paper covers, 18s. 6d.

An Anglo-Saxon Dictionary, based on the MS. Collections of the late JOSEPH BOSWORTH, D.D. Edited and Enlarged by Professor T. N. TOLLER, M.A.

Parts I.-III. A-SAR. 15s. each. Part IV., Section I. SAR-SWIDRIAN. 8s. 6d.

Completing the Work with the exception of a Supplement.

Extra fcap., stiff covers, price 2s. 6d.

First Steps in Anglo-Saxon. By HENRY SWEET, M.A., Ph.D., Corresponding Member of the Munich Academy of Sciences.

Athenæum.—"For beginners who have to dispense with the aid of a teacher it may be cordially recommended. . . Dr. Sweet's 'Beowulf saga' is a learned and skilful piece of work, and will probably be read with interest by advanced students."

Crown 8vo, stiff covers, price 2s.

Shakespeare's King Henry IV. (First Part). Edited by W. ALDIS WRIGHT, M.A.

Athenæum.—"Is distinguished by the same qualities as its predecessors in this valuable series: abundant carefulness, great clearness, and wide knowledge."

Fifth Edition. Greatly Enlarged, crown 8vo, 10s. 6d.

Short History of French Literature. By GEORGE SAINTSBURY, M.A.

Times.—"Has obtained a universal recognition as a valuable and comprehensive guide by a writer marvellously well acquainted with his subject in its every branch."

Ed. Completion of Dr. Stokoe's Old Testament History for Schools.

Extra fcap. 8vo, with Maps, 2s. 6d. each.

Old Testament History for Schools. By T. H. STOKOE, D.D.

PART I. From the Creation to the Settlement in Palestine.

PART II. From the Settlement to the Disruption of the Kingdom.

PART III. From the Disruption to the Return from the Captivity.

Educational Review.—"One of the most difficult problems which confront a modern teacher is here successfully solved. Dr. Stokoe has shown great wisdom in the selections he has made . . . and the notes are just the thing."

Scotsman.—"This third volume completes a valuable school book, one, indeed, which already has its established reputation in the eyes of teachers of sacred history."

Reduced in Price. Crown 8vo, cloth, 6s.

An Elementary Treatise on Analytical Geometry. By W. J. JOHNSTON, M.A.

Extra crown 8vo, pp. xii.-1025, stiff covers, price 1s. 6d.

Geometry for Beginners. An Easy Introduction to Geometry for Young Learners. By G. M. MINCHIN, M.A., F.R.S.

Education.—"Such a preliminary course as this would do much to smooth the way for an intelligent study of Euclid at a later stage in education."

Guardian.—"Is quite the best introduction we know to the conception of geometrical ideas. . . An excellent little work, with its clear, simple explanations."

School Guardian.—"Teachers who have to teach the subject to young pupils will do well to procure a copy of this excellent little manual."

Now Ready, Extra fcap. 8vo, stiff covers, 1s. 6d.

Lives from Cornelius Nepos: Miltiades, Themistocles, Pausanias. With Notes, Maps, Vocabularies, and English Exercises. By J. B. ALLEN, M.A., late Scholar of New College, Oxford.

Immediately. Demy 8vo, cloth, price 21s.

Gesenius' Hebrew Grammar. As Edited and Enlarged by E. KAUTZSCH. Translated from the Twenty-fifth German Edition by the late Rev. E. W. COLLINS, M.A. The Translation Revised and Adjusted to the Twenty-sixth Edition, by A. E. COWLEY, M.A.

Demy 8vo, cloth back, price 7s. 6d.

Index Andocideus Lysurgæus, Dinarchæus. Confectus a LUDOVICO LEAMING FORMAN, Ph.D.

Guardian.—"It is undoubtedly a good thing to have Mr. Forman's 'Index.' . . It seems to us accurate and sound."

Suitable for London University Exams.

Chaucer.—The Hous of Fame. Edited by W. W. SKEAT, Litt.D. Crown 8vo, paper boards, 2s.

The Prologue; The Knight's Tale; The Nonne Preestes Tale; From the CANTERBURY TALES. Edited by R. MORRIS, Litt.D. A New Edition, with Collations and Additional Notes by W. W. SKEAT, Litt.D. 2s. 6d.

Langland.—The Vision of William concerning Piers the Plowman. By WILLIAM LANGLAND. Edited, with Notes, by W. W. SKEAT, Litt.D. 4s. 6d.

Shakespeare.—Select Plays. Stiff covers. Edited by W. G. CLARK, M.A., and W. ALDIS WRIGHT, D.C.L.
The Merchant of Venice. 1s. Macbeth. 1s. 6d.
RICHARD THE SECOND. 1s. 6d. HAMLET. 2s.

Edited by W. ALDIS WRIGHT, D.C.L.

The Tempest. 1s. 6d. Midsummer Night's Dream. 1s. 6d.
As You Like It. 1s. 6d. Henry the Fifth. 2s.
JULIUS CÆSAR. 2s. Twelfth Night. 1s. 6d.
Richard the Third. 2s. 6d. King John. 1s. 6d.
King Lear. 1s. 6d. Much Ado about Nothing. 1s. 6d.
Henry the Eighth. 2s. Henry the Fourth. Part I. 2s.
CORIOLANUS. 2s. 6d.

Burke.—Thoughts on the Present Discontents: the Two Speeches on America. Edited, with Introduction and Notes, by E. J. PAYNE, M.A. Second Edition. 4s. 6d.

Johnson.—Vanity of Human Wishes. With Notes by E. J. PAYNE, M.A. Paper covers, 4d.

Pope.—Essay on Man. With Introduction and Notes. By MARK PATTISON, B.A. 1s. 6d.

An Anglo-Saxon Reader. In Prose and Verse. With Grammatical Introduction, Notes, and Glossary. By HENRY SWEET, M.A. 9s. 6d.

The Gospel of St. Mark in Gothic. By W. W. SKEAT, Litt.D. Cloth, 4s.

A Primer of the Gothic Language. With Grammar, Notes, and Glossary. By J. WRIGHT, Ph.D. 4s. 6d.

Select Statutes and other Constitutional Documents, illustrative of the Reigns of Elizabeth and James I. Edited by G. W. PROTHERO, M.A. Crown 8vo, 10s. 6d. Special Subject in History for 1899.

A History of France. With numerous Maps, Plans, and Tables. By G. W. KITCHIN, D.D. Third Edition. In Three Volumes. Crown 8vo, each 10s. 6d.
Vol. I. To 1453. Vol. II. 1453-1624. Vol. III. 1624-1793.

Hume.—Enquiry concerning the Human Understanding, and an Enquiry concerning the Principles of Morals. Edited by L. A. SELBY-BIGGE, M.A. Crown 8vo, 7s. 6d.

Molière.—Le Misanthrope. Edited by H. W. G. MARKHEIM, M.A. 3s. 6d.

Les Précieuses Ridicules. Edited, with Introduction and Notes, by ANDREW LANG, M.A. 1s. 6d.

Les Femmes Savantes. With Notes, Glossary, &c. Cloth, 2s.; stiff covers, 1s. 6d. By GUSTAVE MASSON, B.A.

Voltaire's Mérope. Edited, with Introduction and Notes, by G. SAINTSBURY, M.A. 2s.

Specimens of Old French (IX.-XV. Centuries). With Introduction, Notes, and Glossary. By PAGET TOYNBEE, M.A. Crown 8vo, 16s.

Cest Daucasin et de Nicolette. Reproduced in Photo-facsimile and Type-transliteration from the unique MS. in the Bibliothèque Nationale at Paris, and Edited by F. W. BOURDILLON, M.A. Small 4to, half-vellum, 24s. net.

Lessing.—The Laokoon. With English Notes by A. HAMANN, M.A. Revised, with an Introduction, by L. E. UPCOTT, M.A. 4s. 6d.

Goethe.—Iphigenie auf Tauris. A Drama. With Notes, &c., by C. A. BUCHHEIM, Phil. Doc. 3s.

Schiller.—Maria Stuart. A Drama. With Notes, &c., by C. A. BUCHHEIM, Phil. Doc. 3s. 6d.

Cicero.—In Q. Caecilius Divinatio and in C. Verrem Actio Prima. With Introduction and Notes by J. R. KING, M.A. Limp, 1s. 6d.

Pro Marcello, Pro Ligario, Pro Rege Delotaro. With Introduction and Notes by W. Y. FAUSSET, M.A. 2s. 6d.

Plautus.—Captivi. Edited by WALLACE M. LINDSAY, M.A. 2s. 6d.

Virgil.—Aeneid. Books I.-III., IV.-VI., VII.-IX., X.-XII. By T. L. PAPILLON, M.A., and A. E. HAIGH, M.A. 2s. each.

Homer.—Iliad. Books XIII.-XXIV. With Notes by D. B. MONRO, M.A. Third Edition. 6s.

Xenophon.—Anabasis. Book IV. With Introduction, Analysis, Notes, &c., by J. MARSHALL, M.A. 2s.

LONDON: HENRY FROWDE, CLARENDON PRESS WAREHOUSE, AMEN CORNER, E.C.

latest information tells us that the irreligious "religious difficulty" has already reached Shanghai. The connexion of the school with Confucianism, to which we referred last month, seems to have been an afterthought, with the result that two of the four Chinese ladies who had originally accepted engagements as teachers have now resigned. Their reasons are worth quoting. "It was upon the express understanding," they say, "that there would be complete religious liberty, that we consented to participate in the new undertaking. Religious liberty would not have interfered with Confucians or with Christians, but Confucian doctrines ought not to have been made the basis of the teaching. . . . We have seen other countries, we have made acquaintance with the wisdom of the ancients; yet we can truly say that we still honour our own Confucius above all. But veneration for the highest of human beings is not without danger if it tends to set up an idol, to keep the eyes of the faithful fixed upon the earth. . . . We do not think we should be rendering a real service to the women of our country if we were to send them out into life with Confucianism as their sole *vitalium*." We wonder what the view of these clear-sighted Chinese ladies would be of the idol so persistently set up in this country.

EGYPT.

The following extract from a private letter (written without any thought of publication) will convey the consolation which consists in realizing that one might be worse off:—"The other day I visited the El-Azhar in Cairo, the greatest University of the Mahomedan world, with some seven thousand students. It consists, chiefly, of a large quadrangle, with an immense room of three-quarters of an acre beyond, various side rooms, a few upstairs rooms, &c. The flat roof of the great room is supported on a hundred or more pillars. The students come from all parts of the Mahomedan world, and are mostly youths of eighteen to twenty-two, looking very like our own undergraduates in spite of their dress. I felt sad that so much good material was getting no better training. They sit about the floor listening to lectures, or learning by heart and reciting the Koran, &c. I am told they are not taught to think at all, though logic and rhetoric are parts of the course. Arabic, the Koran, law, and a sort of astrology or astronomy make up the rest of it. It is all merely absorbing traditional stuff (mostly lies) till you have it by heart. So also in elementary teaching. There are a great many mosque schools about Egypt, where the boys sit crowded on the floor, with a small sheet of tin (the bottom of a biscuit-box, perhaps) in their hands, on which is written a bit of the Koran. They have to keep on reciting this till they know it by heart, swinging their bodies to assist the memory. The master squats in one corner, and, if a boy stops swinging or jabbering, gets up and hits him with a stick. That is their education, the object being to get the whole Koran by heart. Its Arabic is about as unintelligible to the boys as Chaucer would be to our own Board-school boys, and no explanation is given. Happily, the Egyptian Government have long had high schools for boys (and even girls) where more enlightened teaching is given. And I hear that quite recently the Government have arranged to take over the mosque schools also."

REPORT ON DEFECTIVE AND EPILEPTIC CHILDREN.—The Education Department has issued its "Report on Defective and Epileptic Children." The Committee—Chairman, Rev. T. W. Sharpe, C.B.—appointed in December, 1896, consisted of four inspectors and medical officers, together with Mrs. Burgwin and Miss Townsend. Feeble-minded children receive grants from the Department for the most part on the same scale as if ordinary infants, whereas blind and deaf children have a special grant of five guineas. As the schools for special instruction are small and relatively expensive, this prevents special schools being formed where they are necessary. The London School Board has now thirteen hundred children gathered in special classes and under special teachers, with Mrs. Burgwin as superintendent. The Committee have defined who are feeble-minded children, distinguishing between them and imbeciles. Various authorities were consulted as to the proportion of such children, estimated roughly at about 1 per cent. Up to 1892 feeble-minded children in England have either worked in ordinary classes or have been placed among imbeciles—both undesirable ways of treating them. The Committee lay great stress on periodical examination of such children, and on records of their history and progress. They recommend that the school authority should have power to compel the attendance of the weak-minded up to the age of sixteen, special training for their teachers, and disapprove the employment of pupil-teachers in the work. Manual instruction and physical exercise should have a large place in the curriculum, and school authorities should have power to pay for guides to bring the children to school. The Committee recommend that these authorities provide for the children (a) by means of day classes, known as "special," or (b) by boarding-out, subject to regulations of the Department, or (c) by a home for defective children certified by the Department, and (d) a home for epileptic children, also certified.

WHITTAKER'S LIST.

CATALOGUE POST FREE ON APPLICATION.

A NEW GRAMMATICAL FRENCH COURSE. By

Prof. ALBERT BARRÈRE, R.M.A., Woolwich.
Parts I. and II., in One Volume, **Elementary**. 1s.
Part III., **Intermediate**. 2s.
The above volumes form preliminary parts to the "*Précis of Comparative French Grammar*," by the same Author, which is extensively used in many large Public Schools.

"The whole course is clear and well arranged: it is above all simple."—*Education*.

PRÉCIS OF COMPARATIVE FRENCH GRAMMAR AND IDIOMS, AND GUIDE TO EXAMINATIONS. By A. BARRÈRE, Professor R.M.A., Woolwich. Fifth Edition, thoroughly Revised. Crown 8vo, cloth, 3s. 6d.

The above is in use at many of the large Schools, including Cheltenham College, Haileybury College, King Edward's School (Birmingham), Highgate School, St. Olave's School (Southwark).

RÉCITS MILITAIRES. With Biographical Introduction and English Notes. By A. BARRÈRE, Professor R.M.A., Woolwich. Third Edition, Revised. Crown 8vo, 3s.

FRENCH COMPOSITION, SELECT PASSAGES FOR. With Vocabulary. By ALBERT BARRÈRE, Professor R.M.A., Woolwich, Examiner to the Intermediate Education Board, Ireland; and LÉON SORNET, French Master, King Edward's High School, Birmingham. Second Edition, Revised. Crown 8vo, 2s. 6d.

(In use at Eton College and many other large Public Schools.)

WHITTAKER'S SERIES OF MODERN FRENCH AUTHORS.

Edited, with Notes, &c., by J. BOIELLE, B.A. Univ. Gall., Officier d'Académie, Examiner in French in the University of London; Senior French Master at Dulwich College; Examiner in French to the Intermediate Education Board, Ireland (1895), &c., &c.

FOR BEGINNERS.

LA BELLE NIVERNAISE. By ALPHONSE DAUDET. Fifth Edition, Revised. 2s.

"The notes are apposite and well expressed."—*Journal of Education*.

PIERRILLE. By JULES CLARETIE. 2s.

FOR INTERMEDIATE STUDENTS.

LE MOULIN FRAPPIER. By HENRI GREVILLE. Second Edition. 3s.

URSULE MIROUET. By HONORÉ DE BALZAC. 3s.

FOR ADVANCED STUDENTS.

BUG JARGAL. By VICTOR HUGO. Second Edition. 3s.

TOUDOUZE'S MADAME LAMBELLE. 3s.

GERMAN FOR BEGINNERS. By L. HARCOURT. Second Edition, Revised. 2s. 6d. net.

"This is the best attempt we have yet seen to introduce the 'New Method' into English Schools."—*Journal of Education*.

A COMPLETE GERMAN COURSE FOR USE IN PUBLIC SCHOOLS.

Edited by F. LANGR, Ph.D., late Professor R.M.A., Woolwich.

GERMAN GRAMMAR:

Part I.—ELEMENTARY ACCIDENCE AND SYNTAX. With Exercises. By A. WEISS, Ph.D., Professor R.M.A. 1s. 6d.

Part II.—ACCIDENCE SUPPLEMENTED AND SYNTAX CONTINUED. With Exercises. By A. WEISS, Ph.D., Professor R.M.A. 1s. 6d.

Part III.—A CONCISE BUT COMPLETE SURVEY OF GERMAN GRAMMAR. 3s. 6d.

PROGRESSIVE GERMAN EXAMINATION COURSE.

1. ELEMENTARY COURSE. Cloth, 2s.

2. INTERMEDIATE COURSE. Cloth, 2s.

3. ADVANCED COURSE. Second Revised Edition. 1s. 6d.

WHITTAKER'S SERIES OF MODERN GERMAN AUTHORS.

With Notes, &c., by Prof. F. LANGR, Dr. H. HAGER, Dr. MACDONALD, F. STORR, B.A., and others. Small crown 8vo.

FIRST SERIES.—FOR BEGINNERS.

Edited with Grammatical Introduction and Notes.

FREYTAG'S SOLL UND HABEN. 2s. 6d.

HEY'S FABELN FÜR KINDER, and Vocabulary. 1s. 6d.

SECOND SERIES.—FOR INTERMEDIATE STUDENTS.

Edited, with Biographical Introduction, Notes, and Vocabulary.

BENEDIX'S DOCTOR WESPE. 2s. 6d.

AUERBACH'S SCHWARZWALDER DORFGESCHICHTEN, SELECTIONS FROM. 3s.

THIRD SERIES.—FOR ADVANCED STUDENTS.

Edited with Critical Introduction and Notes.

HOFFMANN'S MEISTER MARTIN. 1s. 6d.

HEYSE'S HANS LANGE. 2s.

AUERBACH'S AUF WACHE and ROQUETTE'S DER GEFRORNE KUSS. 2s.

MOSER'S DER BIBLIOTHEKAR. 2s.

HEER'S EINE FRAGE. 2s.

FREYTAG'S DIE JOURNALISTEN. 2s. 6d.

GUTZKOW'S ZOPF UND SCHWERT. 2s. 6d.

GERMAN EPIC TALES. 2s. 6d.

SCHEFFEL'S EKKEHARD. 3s.

London: WHITTAKER & Co., White Hart Street, Paternoster Square.

CONTENTS.

	PAGE
OCCASIONAL NOTES	329
TECHNICAL EDUCATION	335
THE GREAT COMMONER. BY ANNIE MATHESON	336
CONFERENCE ON THE TEACHING OF MODERN LANGUAGES	337
JOTTINGS	338
THE RETURN OF SECONDARY AND OTHER SCHOOLS. BY H. MACAN	343
REVIEWS AND MINOR NOTICES	344
France (Bodley); Horace Mann and the Common School Revival in the United States (Hinsdale); Debatable Claims (Farver); Boyhood—a Plea for Continuity in Education (Richmond); Concise Dictionary of Greek and Roman Antiquities (Cornish); Strasburger's Text-book of Botany (Porter), &c., &c.	
CORRESPONDENCE	351
Education and Crime; The New "Doctorat" in the University of Paris; A Roman Catholic University for Ireland; A Wail from Portsmouth; Elementary School Teaching as a Profession for Gentlewomen; A Censorship of School Books; Kindergarten Work in Sunday Schools; Hours in Girls' Schools; Dual Schools in Wales.	
THE SCHOOL PIANO	353
PRIZE COMPETITIONS	354
HOW CAN WE CORRELATE STUDIES? BY BERTHA M. SKEAT	367
"GRAMMATICI CERTANT, ET ADHUC SUB JUDICE LIS EST"	370
COLONIAL AND FOREIGN NOTES	370
THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND	371
SAFE NOVELS	373
OBITUARY—MISS BOSTOCK	374
CALENDAR FOR JUNE	374
UNIVERSITIES AND SCHOOLS	375

OCCASIONAL NOTES.

AT the moment of writing, when Mr. Gladstone is lying in state in Westminster Hall, one of his oldest friends, Sir Thomas Dyke Acland, born also in 1809, and like him an Oxford Double First in the same year, is at the point of death. Their lives have covered the whole period of the rise of a national scheme of education. Mr. Gladstone entered Parliament the year before the first education grant was made, 1833, and both he and Mr. Acland had been sitting on a Select Committee on the Education of the Poorer Classes the year before the creation of the Committee of Council in 1839. The account of their appointment on the Committee, as given in Hansard, is not without interest. Lord Melbourne was Prime Minister, and as originally constituted the Select Committee was composed of ten Liberals and five Conservatives. Mr. Goulburn, member for Cambridge University, on December 12, 1837, moved that the parties should be more evenly balanced on the Committee. The direct object he had in view was "to add three gentlemen to the Committee who, he was sure, would be regarded as wholly unexceptionable in point of character and acquirement, and who, moreover, had a peculiar claim to be placed upon a Committee of this description." The names he proposed were those of Mr. Pusey, Mr. Gladstone, and Mr. Acland, and, though Mr. Poulett Thomson did not think those named by the right hon. gentleman were "the most proper that could be introduced," and Sir Robert Peel was of opinion that education should never be a party question, the House agreed to Mr. Goulburn's motion, and the "wholly unexceptionable" were added to the Committee.

IT was this Committee that elicited such extraordinary facts as that a teacher would hear lessons, and leave the room to turn a mangle; that there were schools so poor as to have no forms, the children squatting on the floor; and teachers so superstitious as to refuse to count their scholars. Mr. Gladstone carefully inquired if the teacher who said: "How am I to teach morals to the like of these?" was

puzzled by the word morals, or if he referred to the condition of the children. His questions to the witnesses often show much acumen. He was specially anxious as to the status of the schoolmasters, the training received by teachers, the Lancaster system, the necessity for religious instruction, without which, he was of opinion, the State should grant no aid. Mr. Gladstone was very fond of singing when a young man, and both he and Mr. Pusey showed a strong desire to have the children taught singing, which they hoped would dissipate the languor and lassitude of which many witnesses complained.

MR. GLADSTONE'S next connexion with educational matters was on the Maynooth grant, in 1845. He held the post of Vice-President of the Board of Trade, and was then veering round to free trade, and showing that astonishing grasp of finance which his contemporaries thought made his admission to the Cabinet indispensable. To the surprise of every one, when Sir Robert Peel proposed to endow Maynooth College, Mr. Gladstone resigned, because endowment was inconsistent with principles he had propounded in his book "Church and State." The resignation was generally regarded as quite unnecessary and quixotic, Mr. Gladstone himself being aware that he would be regarded "as fastidious and fanciful . . . a dreamer." Many considered his resignation an irreparable injury to his career; but, when Sir Robert Peel proposed the repeal of the Corn Laws, and found himself deserted by the older Conservatives, he at once offered Mr. Gladstone the Colonial Secretaryship.

SUCCESSIVE Governments holding office between the Report of the Select Committee on the Education of the Poorer Classes in 1838 and the passing of the Elementary Education Bill in 1870 are often blamed for not dealing with the question earlier. Such blame is usually bestowed by critics who have failed to grasp the grave difficulties and complications which beset it. In the spirit of those who are wise after the event, and who have lived to see other grave difficulties ensue on the working of the Education Act, we may doubt whether any statesman possessing qualities short of Mr. Gladstone's genius and great personal weight could have piloted this difficult measure through the House. That he was a staunch and loyal Churchman himself had due weight with the Opposition. It may be conceded, too, that the time was fully come; both parties admitted the question was ripe. The Bill was introduced by Mr. W. E. Forster, Vice-President of the Council, on February 17, 1870, read a third time on July 22, received the royal assent on August 9. Considering the violence of the religious storm it aroused, and the fierce emotions on both sides which were called out, we can but marvel at the rapidity with which the result was reached.

A GREAT deal of the opposition came from Mr. Gladstone's chief supporters, who regarded him as having given away the cause of State education on right lines. Permissive compulsion, which almost all now admit to have been reasonable, especially as there were no schools into which to compel the children, no gratuitous education, School Boards not to cover the whole country, State aid to sectarian schools—all these blots alienated the lions of Nonconformity, who showed themselves sullen and ill-pleased. Mr. Dixon, of the National Educational League, moved an amendment that "no measure would be a satisfactory or permanent settlement of elementary education which left the religious question to be determined by local authorities." Mr. Fawcett approved the amendment, and

twitted Mr. Gladstone with receiving so much support from the Opposition. Mr. Gladstone's speech was in his best style. He gently rallied Mr. Fawcett on the sublime height of dogma he had reached in laying down that "whatever pleases you must displease us." It reminded him of Fox's objection to a commercial treaty with the French—France ought to be regarded as England's natural enemy. Then followed a skilful rally to the essential principles of the Bill, the paramount necessity for its passing into law speedily—a reminder that the Bill was not the "fulfilment of all the cherished opinions and fondest anticipations" of the Church; that she received no privilege whatever, and was, indeed, called upon to submit to a conscience clause. "We must go to work in good faith, relying on the good faith of one another."

INCREDIBLE as it may seem, Mr. Dixon withdrew the amendment. Surely nothing but Gladstone's eloquence and faith in the great good sense of his supporters and their desire to carry the Bill for the welfare of the country could have achieved such a triumph. For it was one of the cases where the Nonconformists were undoubtedly right. If each School Board had been left to settle the religious question, discord, dissension, and hatred would have been sewn thick all over the land. In March Mr. Gladstone was "not aware of any material improvement that could be effected in the Bill." It is fully recognized that he was a past master in studying the complexion of the political sky. During the summer months he came to the conclusion that the country was against him on the point of leaving each Board to decide the point of religious instruction. He accepted "the Bible without religious formularies," the famous Cowper-Temple clause, entirely in the sense of Mr. Dixon's amendment. Indeed, the speeches he delivered on elementary education are an admirable illustration of his faith in the people, his courtesy and fairness to opponents, his belief that all sections and parties would sacrifice "their most cherished preferences to arrive at a common result." All the same, a section of the Nonconformists regarded the Bill as a heavy loss to their cause, and the defeat of the Liberals in the General Election of 1874 is often ascribed to their defection.

MR. GLADSTONE'S Government was defeated on the education question in 1873, the Irish University Bill. The Bill proposed (1) to combine Trinity College, Dublin, Maynooth, and the Colleges of Cork and Belfast into a new University, capable of granting degrees; (2) to hand over the Theological Faculty of Trinity College, Dublin, to the Free Episcopal Church; (3) to exclude theology, moral philosophy, and history, from the curriculum of the new University; (4) to create a governing body, nominated, in the first instance, by the Act, but ultimately by the Crown, the Senate, and professors jointly; and (5) to provide funds, partly from existing funds and partly from fees and Government aid. The "Ascendancy" was furious, and, most people think, with reason. Trinity was their University, ancient and honoured; suddenly two colleges of yesterday were to be dragged on to its platform, as well as Maynooth, the college for Roman Catholic priests, who, within modern times, had been harried as criminals. It is impossible to believe that any Board could have been devised upon which Protestants and Catholics could have successfully combined. The Bill altogether overlooked the factor of human nature, and especially Irish conditions. It was defeated by 287 to 284, and Mr. Gladstone only retained office a few months longer.

THE one trait in Mr. Gladstone's character to which equal justice has been done by friend and foe, is his magnanimity. To great and small he showed the same unfailing courtesy. The postcard of which we give below a facsimile was provoked by a review of his "Horace," which a smaller man would have resented as an impertinence. We think, as then we thought, that it is a failure, but we should have spoken of it less unfavourably had we known, as now we know, that a large portion of it was composed while the most versatile of our Prime Ministers was listening with half an ear to the interminable debates on the Home Rule Bill.

*For I try to tender my thanks
both to you & to the author of the
article on my version of the Odes
I quite agree with him as to the
superiority of the Calverley version
of I. 9. & I remain
Yours very faithfully
W. Gladstone
Dec. 94*

THERE is little news of either the London University Bill or the expected Bill for secondary education. The former still remains where it was—that is to say, it has been read once in the Commons. In the meantime, the note of opposition seems to be swelling. We cannot believe that it is impossible to unite in one University both the student taught by the University itself and the student who prepares himself for examination. Certainly no Bill could succeed which ignored the latter class; at the same time, the position of the University colleges, the medical schools and, possibly, the Inns of Court, is gravely unsatisfactory. We have little sympathy with the opposition that is being brought against the Bill, nor can we attach the same importance as our London University Correspondent to Mr. Moulton's election by Convocation. The Government can, and will, pass the Bill this Session. On the other hand, they will find a reasonable pretext for postponing the Secondary Education Bill in the light of the information brought out by the official Return just published. This, with all its necessary shortcomings as a first attempt, is a valuable document, for which we are grateful to the Department, and we hope it will become an annual return, with increasingly full information.

CLAUSE VII., which has been variously described in bold headlines as "Walling up the School Boards," and "Abolishing the House of Commons," continues its victorious career. The West Riding of Yorkshire is the latest county to invite an inquiry, and a highly successful function, with many novel features, was the result. For the benefit of the uninitiated, it may be pointed out that there are two distinct types of these Science and Art inquiries, according to the taste or fancy of the county concerned. You can have the "Buckmaster" or the "Redgrave" brand. The former means a friendly meeting between Mr. C. A. Buckmaster and a small sub-committee round a round table, with no reporters, and the rigid exclusion of everybody not concerned with an existing school in

the area affected. The other kind, presided over by Mr. G. R. Redgrave, means public notices, advertisements, reporters, policemen, representatives of School Boards, far and near, outside the area or without any schools of art, politicians, speeches, and a leading article in the *School Board Chronicle*. The West Riding chose the latter type of inquiry, and, as a result, had a full-dress political opposition from the Leeds and Bradford School Boards—bodies in no way affected by the result. The Incorporated Headmasters, however, came to the rescue in the persons of the Rev. W. H. Keeling, Mr. A. E. Holme, and the Rev. H. Heap. When we read that Mr. Keeling said “the Association which he represented regarded the proposed step as a most important educational advance,” we rub our eyes and turn up the letters of the Association to the Duke of Devonshire in June and July, 1897, in which we find (*inter alia*) that “Clause VII. is incompatible with an effective and comprehensive national organization of secondary education.” We can only suppose that the headmasters are disciples of Lord Salisbury, and the Department (or is it the County Councils?) have been playing the part of Russia, and we have here once more a “graceful concession” of the type of the “legend of Talien-Wan.”

ON the same subject, a strong protest has been issued by the Chairmen of the Leeds and Bradford School Boards. They state that a very decided opposition was roused by the proposal that the West Riding County Council should become an authority under Clause VII., and that, in reply, the Government officials made an answer that “will never be forgotten by those who fondly dreamed that they lived in a land and in an age of representative government.” The answer is interpreted to mean: “We shall go on setting up these authorities until we are stopped by the power of Parliament.” The circular goes on to condemn the action of the Department in the strongest of terms. To us the whole dispute seems a storm in a tea-cup, and perhaps justifies Dr. Creighton’s jibe, which we find fault with in another note, that educationists have forgotten the child, and are concerned with codes alone. But, at any rate, this circular, coupled with the protest signed on behalf of the Association of School Boards by Dean McClure, shows how violent is the opposition of the authorities already in the field to any curtailment of the scope of their action. Sir John Gorst’s lamented Bill would have surmounted the difficulty. Failing this, if we want secondary education to be organized, we must make terms with those who have been organizing primary education for nearly thirty years.

THE Education Department “Return of the Pupils in Public and Private Secondary and other Schools, not being public elementary or technical schools, and of the Teaching Staff in such Schools,” has just been issued, and is full of lessons for him who runs. The introduction points out the difficulties which beset this first attempt at a statistical inquiry into the numbers of what are, for want of a workable definition, somewhat loosely styled secondary schools. Very erroneous guesses have been made, and the result of the official inquiry is rather startling. We are told that the schools which neglected to answer the inquiries form a quite insignificant percentage of the whole; so that existing secondary schools in England, excluding Monmouthshire, are well under 7,000. The actual number which sent in returns is 6,209; 1,958 are boys’ schools, 3,173 girls’ schools, and 1,078 are entered as mixed schools. A caution is necessary with regard to this last division. The schools referred to seem mainly to be charitable institutions in which both boys and

girls are received, but in which the education of the sexes is distinct. The large number of mixed schools must not be taken to imply any considerable increase of dual education.

THE need for some authoritative definition of secondary education is made clear by the reply received from one headmaster. He wrote that he did not know the meaning of secondary education, as that given in his school was “first-class.” Another headmaster offered to fill in the forms for a fee of two guineas. There are included in the Return 158 schools which have no pupils over ten years of age. These are clearly not secondary in character, and a closer inspection would probably show that a large number of the 344 schools with no pupils over twelve are really primary. On the other hand, a number of pupils who are practically receiving a secondary education, either from private tutors or in schools of science in connexion with the Education Department, are of necessity excluded from the Return. But the statistics are sufficiently accurate to establish the unsatisfactory conclusion that less than ten per thousand of the whole population of this country are receiving a secondary education. Of these, over 80 per cent. are under fifteen. The proportion of those who stay after fifteen is less than 20 per cent. of the whole number in secondary schools.

THE introduction quotes two moving letters from the heads of private schools, who allege they are being ruined by the competition of tax-aided schools. The hardship is a very real one, but it cannot altogether be helped. It remains for the locality to treat such cases with sympathy, and to make the changes gradually. No doubt, when the Government postal service was established numbers of private messengers were thrown out of work. Co-operative stores crush small tradesmen. All general progress involves individual hardship. But such suffering, inevitable as it is, can be, and should be, greatly mitigated by the action of local authorities. For the most part, well-conducted private schools need to ask no favour. They can stand their ground, and very often are quite outside the competition of tax-aided or endowed schools. The number of schools controlled by private enterprise is given in this Return as 1,311 for boys, with 46,617 pupils, as against 502 endowed schools, with 59,517 pupils; but, in the case of the girls, the proportion is quite the other way. There are eighty thousand girls in private schools, as against fourteen thousand in endowed schools.

SOME interesting figures are given as to the size of schools. More than half the private schools contain thirty pupils or less; while very few companies’ or endowed schools are so small. The figures as to boarders are smaller than might have been expected, and there are only twenty-three endowed boys’ schools without any day boys. Out of the whole number of schools in the return there are only 343 that are purely boarding schools. But when we come to the figures about the staff of schools there are still more surprising results with regard to the number of graduates in boys’ schools. We take the figures of the regular staff—*i.e.*, of men exclusively attached to the school—and we find that over 40 per cent. are non-graduates. In endowed schools the proportion of graduates is highest; but even here it only reaches to 64 per cent. of the whole. In private schools it is considerably lower, and in schools under a local authority the figure falls to 40 per cent. of graduates. But there are only fifty-seven such schools, so it is, perhaps, hardly fair to lay much stress upon the apparent inefficiency of the staffs of these schools.

BUT we have not exhausted the revelations of the "non-graduate" tables. There are no fewer than 351 boys' schools (*i.e.*, 32 per cent. of the whole number) in which there is no graduate teacher exclusively attached to the staff; and a note warns us that the headmaster is included in the staff. Of these schools, 278 are private and 50 endowed—the remaining 21 coming under the head of subscribers', companies', or local authority. It is nothing short of astounding, when University education has become so general and so accessible, that a third of the whole number of boys' schools should be under the entire control of non-graduates. Of course a man may be well educated and a good teacher without a University diploma, but, as a matter of fact, in far the majority of cases, the non-graduate schoolmaster has drifted into the teaching profession because he could find nothing else to do, and not because he had any special aptitude. Again we are brought face to face with the need of training. Small wonder is it that the teaching profession has sometimes to submit to obloquy when, as may fairly be assumed from these tables, about half of its members do not possess even the minimum of book-knowledge required for a non-resident degree.

PERHAPS the main lesson to be drawn from this return is that the general provision for secondary education throughout the country is quite inadequate. Mr. Macan deals with this point in another column. He argues that school places are still needed for 6 per 1,000 boys, and 3·7 per 1,000 girls. And he estimates that 2,000 schools for boys, and 1,500 for girls, are wanted. The moral he draws is that private schools, far from being crushed by local authorities, are shown to have an immense field open to them. Although Mr. Macan's way of expressing his views is such that the Private Schools' Association may be inclined to cry: "Save us from our friends," yet they will find it hard to escape from his dilemma. A large field of enterprise is yet unoccupied, and we have no doubt that private schools will do their part to fill it. Mr. Macan bases his estimate on the provision made in Wales. This is probably too high for the present demand in England. And we believe that French secondary school places work out at a much lower percentage. The rest of the Return consists of tables showing the supply for each county and county borough. The whole is full of interest, but we have no further space to deal with it here.

IT must not be rashly assumed that the University of Cambridge has been guilty of religious intolerance in refusing to recognize St. Edmund's House as a public hostel. The proposed college for Roman Catholic students does not stand on a footing with other colleges. Its government would be in the hands of bishops, not necessarily either resident or members of the University. In spite of this anomalous character, we ourselves should have been inclined to support it on the ground that contact with a University might have done the seminarists some good, while their presence could in no way have injured the University. We are, however, glad that the University has not given its consent to the proposed grant of a Diploma in Arts to external students. When the proposal was first made, we somewhat doubtfully approved it as a step towards the formation of an *abiturienten* examination. But, when the details of the scheme were made clear, it seemed evident that the proposed diploma would, in effect, be a sort of second-rate degree, and would be made use of for teaching purposes by candidates who did not intend to reside at the University. It seems to us that the present standard for a degree is sufficiently low, and we would not see it lowered. And, although it is

well to extend facilities for education as widely as possible, it does not appear necessary, or even desirable, that Cambridge should enter into competition with London by giving its diploma to non-resident students.

WE are surprised to notice that, in the course of a congratulatory article on the establishment of the Joint Agency for men teachers, the *Educational Times* remarks: "The initiative in the matter was taken by the Council of the College of Preceptors, and their proposals were cordially responded to by all the other bodies." After all, now that this Agency and the corresponding one for women teachers are firmly established, it does not much signify which body first conceived the scheme; but it is hardly just or generous for the older institution to claim the lion's share of the credit. As a matter of history, the scheme was first broached by the Assistant-Masters' Association, and, in all the earlier stages, its late Secretary, Mr. J. Montgomery, was the prime mover and protonotist.

THE *Schoolmaster* surpasses itself in its inaccurate and ill-informed remarks upon "cost of administration" under the heading of "The Progress of Technical Education." We find a reference to the School Boards' "eating up so large an amount of the meagre sums at the disposal of education," followed by the statements: "the administration of technical education by the Municipal Councils is also calling into existence an alarming amount of machinery"; and "of the total amount spent in each county on technical education during 1895-6, an altogether disproportionate sum is written off under the heading 'Administration.'" A few instances are given under the letters B, C, D, Cheshire, Derbyshire, and Devonshire being credited with 8 per cent., Durham and Beds with 12 per cent., and Cumberland with 13 per cent. spent on administration. We then have the astounding statement, "the same thing is shown all through the alphabetical list of counties," with the natural inference that it would have been wise economy to have "utilized the elementary education machinery." Just to test these statements from the Science and Art Department's return, which the *Schoolmaster* purports to quote: The total sum *spent* on technical education by the English counties and county boroughs in 1895-6 was £707,629; of this £49,943 was spent in administration, or an average of 7 per cent. Hence the "same thing"—if this means figures varying from 8 per cent. to 13 per cent.—is *not* shown all through the list. Now, to pick out a few counties which bring down the average: Surrey spent £18,025 from the residue, and £6,250 borrowed money in the year; of this, £1,134 went for administration, or about 4½ per cent. only. Staffordshire spent £21,000 at a cost of £938, or about 4¼ per cent. London's figure is just over 6 per cent., Lancashire's is about the same, while Kent comes between 5 per cent. and 6 per cent. But even the figures quoted by our contemporary are inaccurate, as the *receipts* figure is taken as the total, and not the *expenditure*. Every schoolboy knows now that a county of the first rank spends much more each year than it receives from the Customs Duties in respect of that year. Hence, Cheshire's real figure is a little over 5 per cent. Next, to compare this with the cost of School Board administration. Their average is 5 per cent., while our contemporary gives a list of small School Boards whose official expenses "frequently absorb the proceeds of a 1d. rate, and sometimes twice, thrice, four times, or even five times that amount." When one considers the different character of the administration, the fallacy becomes the more apparent. The County Councils have to do for technical education not

only the work similar to that of School Boards in the elementary field, but also that of the Inspectors of the Education Department, of the Drawing Inspectors, and of the Organizing Visitors or Board Inspectors. Their work is educational, while the School Board administration is mere "clerking" machinery. How wholly ridiculous, after this, appears the suggestion to substitute for "the machinery of" an educational body in a county hall the officials of some thirty School Boards and three hundred voluntary schools which exist in the average county!

"HINTS FOR ETON MASTERS," by "W. J." (Oxford Press), is dear at the price, and those who know not "W. J." are like to find it too esoteric and partial; but there are some who gladly paid their guinea for a copy of "Ionica," and will think two sheets of William Johnson's prose cheap at a shilling. Much of the advice on the treatment of pupils seems to readers of to-day who are not Eton masters trite and obvious; but to Johnson's contemporaries in 1862 he must have seemed almost a revolutionist, and, even now, the two key-notes of his method, humanism and humanity—wide literary culture and a habit of natural sympathy between master and pupil—need to be struck again and again. At Eton he was oppressed by the monstrous numbers of his form and the inadequate accommodation provided for them; he was overtasked by the absurd system which makes each master work double spells, and, moreover, he was handicapped by physical infirmities, a weak voice and short-sightedness; he had to content himself with influencing the few and letting the many go their own way. Yet, in spite of all these lets and hindrances, he steered right onwards, and, devoting all his genius to the service of the school, he left a deeper impress on his pupils than any Eton master of this century. Some excerpts from his privately printed letters and diary have been borrowed by Mr. J. C. Tarver in a volume reviewed in another column. We hope that the editor, Mr. F. Warre-Cornish, may see his way to publish those parts of the diary which bear on public schools. They are too valuable to be reserved for intimates and friends.

THE *Oxford Magazine* is so much shocked by a Note in which we contrasted Oxford and Cambridge with German Universities that it, for once, forgets its grammar: "A more astounding statement than the following we never read, even in the *Journal of Education*. We give the words of their [*sic*] Note *verbatim*." While we candidly confess that the incriminated proposition was unguarded and too sweeping, and, so far, accept the academic castigation administered to us by the *Magazine*, we are still prepared to uphold our main thesis—that research is the *Hauptsache* in German Universities, that at Oxford and Cambridge research is subordinated to teaching, and teaching is subordinated to examination. The *Magazine* brings forward a formidable array of witnesses—professors who teach, and college tutors who "all lecture and teach, and some, a growing number, research too." It would be easy, but invidious, to draw up counter lists of professors who do not pretend to teach, and who lecture to empty benches. As to college tutors, we never stated, or intended to imply, that they neither taught nor researched. What we wrote was: "Tutors act as house-masters," and what we implied was that, *qua* teacher, a German *Privatdozent* is, presumably, superior to a college tutor who combines with teaching disciplinary and economical functions. The *Oxford Magazine* may still think our view mistaken; but, perhaps, after reading our explanation, it will withdraw its threatened writ de lunatico inquirendo.

WE have apparently not yet, *pace* the Private Schools' Association, advanced beyond the good old system of "mutual terms" with which one used to be familiar in the advertisement columns of the local papers, under the heading, "To Grocers, Butchers, &c." The following cutting in which (lest we should be charged with giving a gratuitous advertisement—to the baker) we suppress the names, speaks for itself:—

THE BAKER AND THE SCHOOLMASTER.

Mr. A., baker, sued Mr. B., proprietor of the X. Collegiate School, for £15, for the supply of bread for three years, and there was a counter-claim of £11 in respect of the education of Mr. A.'s son, for whom, it was alleged, the proper notice was not given. Mr. A. alleged that an agreement was come to between himself and Mr. B. that he was to supply the latter with bread at a halfpenny below the market price, whereas Mr. B. asserted that the price was to be a fixed one of 5d. As regards the counter-claim, Mr. A. contended that his son was to be what is called a terminable boarder, *i.e.*, that he was to leave at any time, Mr. B. being anxious for him to remain in order to pass an examination. Mr. B., on the other hand, denied this, and alleged that he was subject to the usual notice. His Honour eventually gave judgment for Mr. A. for the amount claimed, and at his suggestion the parties consulted as to the counter-claim, and Mr. B. agreed to accept £5 15s. 6d.

When the Private Schools meet again they might consider whether, when applying for public funds or scholarships from the Science and Art Department, they would be prepared to give particulars as to how far these practices prevail in their schools. Are we right in assuming that the strong preference shown in some quarters for inspectors from a central, rather than from a local, authority is in part due to the prevalence of this system of "commercial" education, which is not, we believe, restricted to private-profit schools? We have in our minds a grammar school in which an archdeacon's son was taken free, and two sons of a colonel on reduced terms, with a view of giving a "tone" to the establishment. The principle is the same as that involved in the dealings with the baker and the "terminable" boarder.

IN this matter of private schools we noticed last month in a contemporary a remarkably disingenuous line of defence. An article starts with an elaborate rebuke of those persons who, in the interests of public secondary education, attack or disparage the private schools. Then, to prove the ignorance of such opponents as to the really good schools which are private, and their valuable work, a list is inserted of private schools belonging to the Preparatory Schools' Association, and preparing young children for the great public schools. To ask us to deduce an argument from Elstree, for instance, in favour of Mr. Squeers's academy is ingenious, but scarcely convincing. The fallacy underlying all such comparisons is, of course, that "private" is synonymous with "secondary." As a matter of fact, no attack has ever been made on the private preparatory (or primary) schools. At the Oxford Conference in October, 1893, we find that one of the principal opponents of private schools spoke of them as follows: "The principals of those private schools which prepare pupils to pass into or take scholarships at the great public schools will not (indeed cannot) be asked to face any competition from the new County Council schools. This point is important, for so far it does not appear to have been recognized that private schools are of two distinct types: one (Preparatory) a necessary outcome of the present organization of society; the other a parasite preying upon the present disorganization of education." As a consequence, on the one hand, no attacks on the organization of secondary education under the County Councils have come from the preparatory schools; and, on the other, no requests for assistance from public funds have been received from them. The question is entirely different

when we come to deal with the private secondary schools, for which our contemporary presumably holds a brief.

QUEEN'S COLLEGE, LONDON, has been celebrating its jubilee, and "The First College for Women" (sold at 43 Harley Street for the benefit of the Building Extension Fund) is a motley record by past pupils of college days and after life. From much that is trivial and of only esoteric interest, the inaugural address of the founder, stating the aims and objects of the College, stands forth as an historical document well worth preserving in a permanent form. As a writer F. D. Maurice represents a transitional phase of thought—he never appealed to the many, and he has ceased to influence the few; but this volume adds a fresh testimony to the predominant personality of the man and the fascination that he exercised over the best spirits of his time. Who else could have planned and carried out two such original conceptions as the Working Men's College and Queen's College? Queen's College has hardly fulfilled its early promise, and the parent institution has been dwarfed by its more pushing offshoots. We may well doubt whether, under altered conditions, the founder would have set his face against all external tests; and we are very sure that he would not have approved the Lady Resident's sneer at "examinations benefitting (*sic*) the examiners pecuniarily, but of very doubtful benefit to the examinee."

IN view of the proposed extension of the Royal College of Science at South Kensington, and the danger that the scheme for the erection of a new building may be abandoned, Sir P. Magnus has given in *Nature* a vivid, or, rather, a graphic, comparison between the space allotted to some of the principal foreign schools and that occupied by the City Guilds College and the Royal College of Science in London. We wish we could reproduce the squares where Berlin shows to London as Africa to England in a map of the world, but must content ourselves with feebler figures. Omitting the tens and units, here is the table of areas in square metres covered by the respective polytechnic buildings. The second column, giving the area of the sites, is even more impressive.

Berlin	16,500	82,400
Zurich	15,400	21,900
Aachen	8,200	16,100
Stuttgart	6,300	15,200
Darmstadt	6,000	12,400
Chemnitz	3,900	11,100
London City Guilds College	1,800	3,500
London Royal College of Science	1,100	1,100

SOME adverse comments having been made by the press on frittering away in litigation the large bequest of £35,000 left by Dr. Henry Muirhead to establish a General School of Medicine for Women in Glasgow, we have made inquiry into the matter, and have elicited the following facts. Dr. Muirhead made a will in 1888 bequeathing this sum of money for the purpose named, and died in July, 1890. Queen Margaret College had existed since 1883, but no medical instruction had yet been given to women. At the request of some ladies, the College Council began to make the necessary preparations for organizing classes during the session 1889-90, the School being opened in October, 1890. When the announcement of Dr. Muirhead's will was made in August, 1890, the trustees were at once approached by the Council of Queen Margaret College, who suggested that an agreement should be made to prevent two medical schools being founded, and desired an arrangement for amalgamation.

UNFORTUNATELY, the trustees were not sufficiently informed as to the funds, the amount investments would realize, and the Medical School was opened as stated. A year later, the trustees were again approached, without result. In 1892, Queen Margaret College having been incorporated with the University of Glasgow, the University Court attempted to make an arrangement, but in vain. The next development has been a sensible suggestion that the funds, now amounting to £36,000, should be used to establish a gynæcological institute for women, instead of a general school of medicine. Women, especially missionaries to India and other lands, obtain this part of their training at Clapham or Dublin, thus entailing travelling and other expense. Mr. Henry Johnston, Q.C., was authorized to go fully into the matter, and report. He found the medical instruction and buildings already existing in Glasgow so excellent that a second medical school is unnecessary. The case was carried before the Court of Session. In giving judgment, Lord Trayner could not see his way to set aside the testator's wishes, and found that it is the duty of the trustees to establish an institution for the instruction of women in physical and biological science. Mr. Johnston will shortly report to University Court on the scheme of the trustees.

WE much regret Lord Trayner's finding. There seems reason to believe that the testator would have been guided by the wishes of educationists in Glasgow, and have used his money in the direction leading to the students' highest advantage, and not for the mere purpose of duplication. To quote the words of Miss Jane Galloway, hon. sec. of Queen Margaret College, "Mr. Johnston found the facilities and provision for women's general medical education ample. Queen Margaret College is a large, handsome building, erected at a cost of £20,000; a special building was erected three years ago, at a cost of £5,000, consisting of anatomical and physiological laboratories, museum, &c., with excellent grounds, a hall of residence for the students, a full staff of professors and lecturers, with ample facilities for clinical instruction in the infirmary and hospitals." The women medical students now number eighty-five. It seems difficult to believe there is no way out of the deadlock save the erection of another medical school on exactly the same lines, but on the other side of the Kelvin.

SUNDAY SCHOOL teaching has, as a general rule, not by any means the place it might have as an educative and disciplinary force. Considering the masses of children who regularly attend it, and the real devotion and self-denial of the teachers, we might fairly expect results other than those we see, especially in London. It was in the hope that something might be done to make better results possible that a very modest experiment was tried in Walworth last November in connexion with the Browning Settlement. A few teachers, all of them trained, and a proportion of them trained in kindergarten methods, undertook to give one and a half hours' teaching on Sunday mornings to children who otherwise would, for the most part, have been loitering at street corners. The plan arrived at by the teachers was to take a Bible story, and treat it with as much brightness and illustration and "scientific method" as possible. To this end pictures, paper-folding, drawing, &c., are used, while every means of getting the children to co-operate intelligently is tried. The response of the children has been remarkable; but only partial success is possible unless more teachers volunteer. Surely some will be found. If a sufficient number came forward and undertook a certain number of Sundays, the burden need fall on none too heavily. It is too often

alleged by teachers that they are hampered by rules and conditions and examination syllabuses from putting to actual schoolroom test the excellent pedagogic principles enforced in training colleges. Such teachers need fear no restrictions at the Browning Settlement. Every one who comes for the sake of the children is likely to receive a fair chance and a welcome, and the children will not stay away. What more has any teacher a right to ask? We publish in our correspondence columns a letter which gives more details and invites offers of help. It is to be hoped that more of the latter will be forthcoming. After all, in the service of the children, can we not bestir ourselves to greater zeal and a larger enthusiasm?

MR. EARL BARNES gave a delightful account of children's drawings, at the annual meeting of the Froebel Society. There was no padding in his address: he went straight to the point and kept there without the slightest deviation. His insight into child-life is remarkable; and, although, as we stated last month, wholesale questioning of classes by inexperienced or unsympathetic persons is to be deprecated, we can only feel grateful to Mr. Barnes for his researches. He touched delicately on the point of Froebel's own ideas, and the net result of what he said is this: Froebel is right in his teaching, but that teaching is expressed in language that this generation does not understand. A translation must be made into terms of modern scientific thought. Not the least well attended of the London Summer Meeting lectures will be those on "Child-Study," by Mr. Barnes. We are informed that all the tickets for the Meeting have been sold. It is a little curious, in the midst of all this child-study with which we are almost deluged, to hear the Bishop of London say that up to the present we had been concerned with every aspect of education except the child itself, and that educational progress would only become possible when we put the child and the child's welfare before everything else. Dr. Creighton, we know, does not read the daily papers, nor, it would seem, the educational journals.

THE following conversation is instructive and true:—
Friend: "But no housemaid could have been dismissed on such a ground." *Dismissed Teacher*: "No, but when I went I signed an agreement that I would go *when I was told*." Experience often shows the advisability of a teacher insisting upon, if not an agreement, at any rate a written statement of the terms of the engagement. But the agreement referred to above is scandalous, and we are not sure that it would hold good in law. It is unfortunately not the only instance of a similar agreement that has come to our notice. Young teachers especially want advice on this point, and the Teachers' Guild will be doing a valuable service if they issue a pamphlet on the subject analogous to the issue of the Authors' Society. We will quote another example (where there was absolutely no suspicion of dishonesty on either side) to show the need of a written statement. A master was appointed in a certain school at, let us say, £200 annual salary. At the end of the first term the headmaster had forgotten the amount, and asked his assistant. The assistant had no letter to show, but, in answer to the question, replied: "£200." "No," said the headmaster, "you surely must be mistaken; I must have said £150." And £150 it was, and the assistant had worked through the term in the belief that he would get a larger salary than he actually did receive. It was nobody's fault, of course; but very unbusinesslike and very uncomfortable for the assistant.

ONE of the boys at the Grocers' Company's School at Hackney Downs was absent without permission. Next day he brought a note of excuse. Ignoring this, the headmaster thrashed the boy for absence without leave. A solicitor, instructed by the father, applied to Mr. D'Eyncourt, for a summons for assault. The magistrate asked whether the punishment was alleged to be excessive, and, on receiving a negative answer, refused to grant a summons, on the ground that discipline must be maintained. Of course, the decision of one magistrate does not constitute a law; but it may, at any rate, strengthen the hands of timid headmasters, and may deter parents from keeping their children at home on frivolous pretexts. We could quote numerous examples to show how much the headmaster of a day school has sometimes to endure on this point. At first blush it seems unfair to punish a boy when the parent assumes the responsibility of his son's action, but it is a rough justice generally recognized by the boys themselves in day schools, and to admit a dual authority would lead to endless friction and evasions of school discipline.

[We must hold over till next month Miss Wood's paper on Child Study, and Mr. G. J. Hill's Letter on Annual Reports of County Council Technical Education Committees.]

TECHNICAL EDUCATION.

THE residue grant in the county of Dorset is, for administrative purposes, divided into three funds. The first of these is concerned with scholarships and educational objects, common to the county as a whole, which, in 1896-7, involved an expenditure of £2,009. 2s. 7d. Secondly, there is a rural fund, part of which is applied directly by the County Committee, and part entrusted to local Committees; and, thirdly, grants made to urban authorities. In 1896-7 the rural and urban funds absorbed £4,219. 12s. 11d. and £2,060. 7s. 4d. respectively. At a recent meeting of the County Council, the Chairman of the Dorset Technical Instruction Committee appears to have expressed the opinion that the money granted to rural local Committees could be administered with greater advantage by the county office. "He was afraid that a good deal of technical money was wasted by local Committees. Less than one-third of the money which the Committee granted to local Committees last year was spent on what, with the wildest stretch of imagination, could be called agricultural processes. It was spent in other ways; and many of those among whom it was spent considered that it was spent wastefully."

It is satisfactory to note that apparently no member of the Council opposed the views expressed by the Chairman of the Committee. In defence of the "system of doles," it is usually suggested that a grant of money enlists local interest, and enables each locality to apply the amount at its disposal precisely according to its requirements. But administrative decentralization carried to excess involves the multiplication of those "popular varieties" of instruction which seem to lead from "nowhere to nowhere," and, instead of a comprehensive scheme of technical education, in which the requirements of the chief industries of a county are the first consideration, each locality has a scheme of its own, conceived, as a rule, with the object of attracting the many rather than systematically educating the few; and, as Sir H. Peto remarked at the meeting of the Dorset Council, "at the end of the Broadwindsor district they received £4 or £5, and what could they do with that?"

It is not easy, from the report of the Dorset Technical Instruction Committee for the year 1896-7, to ascertain, with any degree of accuracy, the educational value of the teaching organized by local Committees in the rural districts. The schedule of classes indicates the subjects and the number of pupils, but not the number of lessons. However, the subjects appear to include the usual "odds and ends" of the technical educator, of passing interest rather than permanent influence. Many of the divisions, with from three to six centres, receive from £30 to £50 to administer, and what, as Sir H. Peto would say, can they do with that? A system adopted at the outset of a new movement, whatever its defects, may be excused on the score of experiment or inexperience. But if, after a fair trial—and six or seven years is long enough—the system is not found to be leading to a profitable result, a County Council is shirking its responsibilities if it does not speedily change it.

EVENING continuation schools appear to flourish in Dorsetshire—in

1896-7 there were 115, with a total of 2,660 scholars on the books, the average attendance being one in sixty-four, or thirteen per school. On the average the schools were open for eighty-two hours, and the County Council grants amounted to £1,245. 8s. 2d. But it is doubtful whether the Dorset Technical Instruction Committee are altogether well advised in their definition of the objects of the evening schools, towards which they make so liberal a contribution. The objects specially mentioned are these: first, to prevent the loss of that knowledge acquired in the day schools on which large sums are annually spent in this country, and which in a very great number of cases is forgotten within two or three years of leaving school; and, secondly, to create an interest which will relieve the monotony of winter evenings in the villages, and thus render country life more attractive. Both these objects are admirable; but one should be the care of the elementary school manager, the other the concern of the social reformer. Evening continuation schools, it may be suggested, should only be aided, under the provisions of the Technical Instruction Acts, in so far as they officially and systematically prepare the student for instruction in the principles of science and art applicable to industries and employments.

THE Dorset Committee have already established satisfactory relations with certain secondary schools, and have made grants for buildings and equipments amounting to about £575. It has also been decided to make annual grants to five schools in the county, upon specific conditions, which do not appear to be likely to encourage extravagance. The nature of the assistance given by County Councils in various parts of the country to secondary schools may thus be summarized:—(a) Providing teachers of science; (b) fitting laboratories, or aiding the purchase of apparatus; (c) fitting workshops, or paying manual teachers; (d) providing art teachers; (e) providing modern language teachers, or aiding shorthand instruction; (f) building or rebuilding schools, wholly or partly.

To select a few reports of the Technical Education Committees of County Councils, almost at random, certain facts may be quoted which, as regards the future of secondary schools, are both notable and reassuring. In Derbyshire, it is recorded, the number of schools giving genuine secondary education has risen from three in 1869, and six in 1891, to eleven in 1896. The number of scholars, 111 in 1869, and 328 in 1891, was 752 in 1896. "The improvement," runs the report, "between 1869 and 1891 is due, mainly, to the Charity Commissioners; that between 1891 and 1896, mainly, to the County Council." Some of the schools have been completely reorganized, others developed in the direction of modern requirements. "In 1891, after the Science and Art Department had been in existence for over twenty-five years, less than a hundred pupils of secondary schools in Derbyshire were receiving instruction in science, which instruction was wholly theoretical in character. There are now five hundred pupils under scientific instruction in properly-equipped class-rooms and laboratories."

IN Surrey, the County Council makes grants to eleven schools, amounting, in the aggregate—for 1897-8—to £2,818, in addition to providing two travelling modern language teachers at a cost of £600. Large additions, laboratories, &c., have been made to all endowed schools, and some have been partly rebuilt. In this connexion the County Council has spent (since 1892), or are spending, £22,000, which has been met by contributions from local sources amounting to nearly £15,000.

THE Technical Education Committee of Devonshire appropriated, in 1896-7, £1,215 for maintenance grants to the secondary schools within its area. An earlier report of this body states:—"Capital grants to the amount of over £1,000 have been made to provide well-equipped laboratories, and an annual grant is given towards the salary of a science master in most schools. In 1891, in the thirteen schools assisted by the Committee, there was accommodation for only twenty students to work in chemical laboratories; at the present time more than a hundred are provided for."

THE following table shows the steadily increasing influence of County Councils upon secondary schools in widely separated parts of the country:—

	SOMERSET.		DURHAM.	
	Building Apparatus.	Maintenance.	Apparatus.	Maintenance.
1893-4	£314	£381	£1	£532
1894-5	2,135	1,173	158	1,086
1895-6	1,885	1,376	250	1,096
1896-7	900	1,867	1,033	1,307

In county Durham the expenditure on scholarships tenable at secondary schools has increased from £196 in 1892-3, to £1,259 in 1896-7, and the sum now spent in Somerset reaches £2,018.

THE GREAT COMMONER.

THE NATION'S SONG OF MOURNING AND OF TRIUMPH.

I.

While the clock in Parliament-tower
Tolls out the passing hour,
Let the sweet Abbey chimes
Ring dirges through their rhymes,
North, south, and east and west,
For one who will be remembered, in far-off future times
And distant climes,
As England's ornament and manhood's flower!
Here lay his bones to rest,
For he is now a guest
With the Immortals—
He, the great Commoner,
Who was the champion
Of the unblest!
Christendom's Paladin
And the world's citizen,
Britain's true son!
Throw wide the portals
Of the great Abbey! Give of your pity then
To the whole race of men!
Never, while tyrants trod
On the oppress,
Reddening the gory sod,
Crushing the human clod,
Would this man sheathe his sword, lower his crest—
He who held peace so dear, loved honour best!
But, at the God's behest,
He, on Ascension day,
Leaving earth's night,
Passed from our midst away,
Out of our longing sight,
Into the light!

II.

In counsel great, a warrior on whose breast
The English rose,
The white flower of his country and his God,
Held far above
The prate of faction and of petty strife,
From Moslem foes
A universal fear and honour won.
White flower, whose multitudinous petals hold
A symbol manifold
Of his own life,
Where no dark secret ever was enscrolled
But, deep in fragrance, only a heart of gold
For home and wife,
And patient love
For all the boundless brotherhood of Christ!
For him, amid the doubting creeds of men,
One faith sufficed,
The faith of Wyclif and of Damien
And of the man whose death half broke his heart,
Heroic Gordon, England's soldier-saint—
The faith too of the poor who make no plaint
But, homeless, hopeless, and with hunger faint,
Still trust in God, and still to one another
Prove friend and brother.

III.

Master and prince among men,
He in the quick of every noble strife
Played a brave part,
With fiery wrath for cruel deed or base,
Yet never a touch of mean or rancorous guile.
His kindling smile
Was courtly greeting to the lowliest.
Stainless and brave,
He to the Empire gave
What lies beyond all party politics
And will with the eternal future mix,—
Manhood, the glory and grace
That shine a moment through a human face.

IV.

Scrupulous, just ;
 Eager, irate
 Against all selfish, hypocritical lust,
 He, like his Master, was compassionate,
 With tender courage, to the weak who swerved
 Through pity or passion ; but his scorn reserved
 For tempters and oppressors of the weak !
 His life will speak
 With greater power than all the eloquence
 With which he swayed the crowd who, rapt, intense,
 Hung on his word, while far-off listening nations
 Caught up and echoed the reverberations
 Of those swift convolutions
 Of subtle and weighty speech,
 Those practical solutions
 Of riddles hard to reach,
 Those burning indignations,
 Forensic perorations,
 And passionate thrilling fervours that only truth could teach !
 His life will speak
 As long as this our language shall endure ;
 For he was pure,
 And in His Name Who once drew human breath,
 Whose manhood never failed in life or death,
 And Whom he worshipped since his life began,
 He was a *man* !

V.

A faithful guardian of the State,
 A man "the common people" loved,
 He sought no titles from the great,
 But to his Queen and country proved
 A loyal servant, day and night,
 With all his might ;
 Whose pastime still was some new toil
 Of hand or brain,
 And who, in agony of pain,
 Yet rose above this mortal coil
 And read love's inmost meaning plain.
 Oh, we are fain
 To hear once more that silver trumpet speak
 That called the strong to battle for the weak,
 Yet could rejoice
 In bloodless victories of unflinching peace
 When tyrants learned that tyrannies must cease !
 Him weary "workhouse folk" adored
 And Princes welcomed. Ah ! his glad release
 From pain's dim torture-prison at the last
 Left us the glorious gift of all the past,
 Our undeserts receiving his reward,—
 And, though our future now be overcast,
 And low the colours droop before our mast,
 Yet are we proud !
 His very shroud
 Is sacred, and, beside his open grave,
 While the May heaven is fair with promise above,
 One instant is rehearsal,
 Confederate, universal,
 Of that unbroken, international love,
 That peerless bond,
 Written in cipher on the years beyond
 Our dazzled ken,
 When life will be true life and men be men.

VI.

Oh, though we mourning say,
 Death is a foe to-day,
 Bidding surrender,
 This, the great Commoner,
 Saw, under Death's disguise,
 Love's own unerring eyes,
 Silent and tender.
 She who has loved him best
 Would not now break his rest !
 Children and grandchildren, wont to caress him,
 Joining with her, his love, rise up and bless him.

Though sorrow break our song
 For the true man and strong,
 In this rough world of wrong,
 Yet, through our selfish tears,
 Passionate hopes and fears,
 Weary desponding,
 Bearing life's load of pain,
 Knowing his glorious gain,
 Swiftly responding
 To the grand choral hymn all the world's singing,
 While we still weep for her
 Who was through all his life
 Comrade as well as wife,
 Ah, while we keep for her
 Reverence most loyal,
 Joyful in sorrow, we say,
 Death crowned a Man to-day,
 Death that is royal !
 (Hark the great Abbey-chimes clashing and ringing !)
 Here by the battle-field,
 Where he was wont to wield
 So bright a weapon,—
 Here, where his strength he spent
 In the fierce tournament,
 Here, amid weeping crowds,
 Under the river-clouds
 That the winds leap on ;—
 Here, by the classic Thames,
 Close to the Altar-flames
 Of the Home-city ;
 Here, in the sacred stones,
 Lay the great warrior's bones,
 In perfect peace !
 Long for us all he toiled,
 By sordid cares unsoiled :—
 Let the toil cease !

VII.

Oh, let the toil cease ! Love in His pity
 Gave this weak doubting age
 One man of holy rage,
 Ours, yet above us !
 Though now to mortal eyes
 No more he swiftly rise,
 Fervent, uplift our aims,
 Courteous, adjust our claims,
 Hide us, and love us,
 Praise Love who made a man all fear defying,
 Praise for the warrior dead, now tranquil lying !
 Still in our thought of him
 All Christ has wrought of him,
 Lives on undying !—
 Virtue, immortal still, toils not for wages,
 Fearless of death and hell,
 Careless of heaven's farewell,
 Crowned by the good of all, through all the ages !

ANNIE MATHESON.

CONFERENCE ON THE TEACHING OF MODERN LANGUAGES.

A CONFERENCE of teachers, members of county governing bodies, and others, was held under the auspices of the Central Board at the University of North Wales, on May 21. Mr. Glynne Williams, Headmaster of the County School, Bangor, presided. Letters were read from Professor F. Spencer, Mr. Stead, and others, regretting their absence. Professor Spencer emphasized the fact that Welsh county schools had an undeniable opportunity of giving a lead in the department of modern languages.

Professor H. A. Strong, M.A., LL.D., Liverpool, opened a discussion on "The Best Methods of Teaching Modern Languages." His chief heads were : (1) Why it is important that modern languages should be studied ; (2) why Wales is in a particularly good position to foster their study ; (3) the methods by which this study could be best carried out. (1) It could not be sufficiently dwelt upon that an enormous amount of business slipped through our hands owing to the lack of knowledge of these languages in men of all ranks in business. What he especially wished to emphasize was that our whole civilization lost something irreparable by our foolish and lazy habit of neglecting modern tongues.

We were the best hated nation in the world, and that was largely because we did not even pretend to care to understand the character of other nations. (2) Wales was in a good position to foster modern language teaching because it was not checked by the bad traditions of English teaching, and because it was bilingual. If the teaching is to be well done, English teachers must be properly trained and then employed, and not foreigners. On the Continent it was not Englishmen who taught English. (3) Instruction should begin in the kindergarten, and be given in the language to be learnt, and the same methods in a more advanced stage should be employed in the secondary school.

Mr. A. G. Legard, H.M. Chief Inspector of Schools for Wales, bore testimony to the success of the visualizing system of teaching modern languages, and exhibited one of the pictures used in the method, explaining the mode in which it was used. An animated discussion followed, in which Miss Mason (Bangor), Principal Reichel, Professor Gray (Bangor), and others took part, deprecating the old methods of teaching as being inadequate and unsuccessful.

Mr. J. de Gruchy Gaudin, M.A. (Carnarvon County School), opened a discussion on "The Best Means of Securing the Proper Teaching of Modern Languages." He first compared the training of the German teachers of foreign languages with that of average English teachers. The former had a superior training, better remuneration, received pensions after a certain period of service, and were given opportunities of visiting foreign countries, both as students and during their years of service as teachers, by the help of scholarships and bursaries. The Bangor Scholarship Scheme, started a few years ago, which sought to provide the secondary schools throughout Wales with modern language teachers, should be placed on a sound financial basis, in order to enable students, after their University course, to spend a year at a foreign University, and also to enable students during their course to attend holiday courses at various towns in France and Germany. It was also clearly shown how, under the Technical Instruction Acts of 1889 and 1891, a portion of the funds at the disposal of County Councils—which can levy a rate of a penny in the pound—may be devoted to furthering the teaching of modern languages.

Resolutions in favour of supporting the Bangor Scholarship Scheme and of petitioning County Councils were then passed.

The place of modern languages in a secondary school curriculum was then discussed. Mr. H. R. Olley, M.A., Headmaster of the County School, Llangollen, introduced this subject. He showed that the curriculum of many of the Welsh county schools was cumbered with too many subjects, but that, if any were to be abandoned, it should not be modern languages. He felt the importance, both as regards mental culture and commercial utility, of French and German. It was impossible at present to attain the ideal of one lesson a day in a modern language. He strongly advocated that boys and girls should be sent to secondary schools in Wales at a much earlier age than at present. They were often well prepared to a certain stage, and then taken away before they had done enough.

In the discussion that followed, Principal Reichel and Mr. Trevor Owen (Carnarvon) pointed out the advisability of having different types of schools, and thus simplifying the arrangement of the curriculum of county schools. Mention was made that such was the system in Germany, where three distinct types of schools exist, all being included under the name of secondary schools.

JOTTINGS.

MR. SPENCER CURWEN has just returned from a tour of some weeks in North Germany, Denmark, and Sweden, undertaken with the view of studying the methods of music-teaching in schools and colleges in those countries. With the help of the authorities, which was readily given, he attended the lessons in representative primary and secondary schools and training colleges, and was present at a concert by the students of the University at Upsala.

As will be seen in our advertisement columns, at the Twelfth Edinburgh Summer Meeting takes the form of a Summer School of Modern Languages. Its purpose is to promote an international meeting for intellectual interchange, educational discussion, and friendly intercourse by offering lectures in English on the literary and social life of Great Britain to foreign students, and lectures in French on the literary and social life of France to English-speaking students. Members of former summer meetings will be glad to see that Professor Geddes continues his course on "Contemporary Social Evolution."

It is gratifying to learn that a hall of residence for women students attending University College, Liverpool (Victoria), will be opened next October. As yet no such facilities have been provided for women

students in Liverpool, and, as their numbers are fast increasing, some such accommodation was sorely needed. This hostel is to be under the control of a committee, and will be personally managed by two lady Wardens, viz., Miss Laura M. Roberts, formerly home student, Oxford (St. Hilda's), and Miss E. L. Broadbent, M.A. (Victoria), formerly of Lady Margaret Hall, Oxford, who at present holds the Charles Beard Tutorial Scholarship in History at University College.

THE University of Geneva announces two special holiday courses for English students, the first, of six weeks, from July 16, the second, of three weeks, from October 1. There will be two lectures daily. The fees are £1. 12s. for the first course, and 16s. for the second. Certificates will be given at the end of the courses. Programmes will be sent on application to the Registrar of the University, Geneva.

MARIE STAR gives in *Cosmopolis* her impressions of a fortnight's visit to England. It was the Jubilee time, and all she sees is rose-coloured. Her glowing tribute to the Prince of Wales must be read in the original, but we may venture to reproduce in literal English her sketch of Oxford: "In a setting of admirable secular trees on the edge of infinite lawns, whose emerald is mirrored in the Thames, rise vast and imposing lordly dwellings, nearly all of which date from the fifteenth century. The stern military character of the architecture is enhanced by the enchantment of Gothic ornamentation, as varied as it is precious. Of all the *châteaux* that I visited, Magdalen College bewitched me most. Space and comfort are unlimited. Vast halls reserved for banquets are decorated with masterpieces of art. The diet which sustains the pupils' physical force is healthy and abundant. The young people are so happy in their hearts that the end of their studies is a poignant grief." We hope, for his own sake, that the young student who conducted Marie Star over "the house" will not be identified.

OWING to indisposition, Mrs. Bryant, D.Sc., was unable to deliver personally her paper to the members of the Women's Institute on "Secondary Education for Women" on May 24. The paper was, however, read by Miss Burstall, the headmistress elect of the Manchester Grammar School; Miss Maitland, of Somerville College, occupying the chair. Several ladies connected with education were present, and a discussion followed the paper.

THE Parents' National Educational Union held a conference at the Portman Rooms, Baker Street, W., from May 10 to 13. Such subjects as "Psychology in relation to Current Thought," by Miss Mason; "The Principles involved in Language Teaching," by Mlle. Duriaux; "Manual Training," by Miss McMillan; "The Utilitarian Training of our Daughters," by Mrs. Steintal; "The Co-education of the Sexes," by Mr. H. B. Garrod; "The Tree of Knowledge and the Tree of Life," by H.M. Inspector Mr. T. G. Rooper, occupied the attention of the conference, in which interest was well sustained. At the annual conversazione, Sir G. Kekewich took the chair, when Canon E. Lyttelton spoke on the relation between physical and moral training.

THE Council of the Association for the Education of Women has arranged to hold a conference in Oxford in the morning and afternoon of October 7, 1898. A large number of headmistresses of secondary schools for girls have promised to attend, and papers will be read and discussions take place on the teaching of classics, history, English, and natural science. The object of the conference is to secure better preparation for the University and a closer connexion between the teachers in schools and Oxford tutors, male and female.

IN September next a training college (recognized as such by the Cambridge Syndicate) for women teachers in secondary schools, will be opened at the Ursuline Convent, Waterford.

MRS. WINKWORTH, one of the principal donors to the Building Fund of the Maria Grey Training College, has announced her intention of erecting a hall of residence in connexion with the College. This, it is hoped, will be ready by September, 1899. Meanwhile, she has rented, from September next, a house near the College, which will accommodate eight or nine students. Miss Mabel Case has been appointed Warden.

THE holding of the University Extension Summer Meeting in London is an interesting experiment to which we heartily wish success. Members of the Oxford, Cambridge, and Victoria University centres will find themselves in the position of the country cousin who sees more of London in ten days than his—though, by the bye, it is generally *her*—hosts, living in London all the year round, see in a life-time. London students

will, however, be able to take advantage of the privileges specially designed for the benefit of provincials, and even the general public may come in by paying double—that is to say, two guineas instead of one—for admission to some forty or fifty lectures, two garden-parties, a conversation, a conference, and a reception at the Mansion House. The specially educational course, for which separate five-shilling tickets are issued, comprises one lecture, by Professor Sully, on “The New Methodical Measurement of Children’s Capacities,” with demonstrations; three lectures, called “Studies on Children,” by Mr. Earl Barnes; one on “The Curiosity of Children,” by Professor Miall, with which the series of infantile subjects closes. Four more lectures, however, go to this course: Mr. Marriott discourses on “John Colet,” Mr. Findlay on “Some Features of Seventeenth- and Eighteenth-Century Education in London,” and Sir Joshua Fitch gives one lecture on “The Educational Uses of the National Portrait Gallery,” and another on “What London has done for Education in the Nineteenth Century.”

THE Lecture Theatre of the University of London, in Burlington Gardens, has been placed at the disposal of the Society, and the principal courses of lectures will be delivered there. But some special lectures will be given in other places. Miss Jane Harrison will give a “Demonstration” on the Parthenon Marbles, in the British Museum; Mr. Arnold Mitchell will give another “Demonstration” in the Church of St. Bartholomew the Great, Smithfield (and provincial students will do well not to miss this opportunity of making acquaintance with the most interesting specimen of Norman architecture in London); and Mr. G. P. Gaskell will give three lectures on Hogarth, Gainsborough and Reynolds, and Turner, in the National Gallery. One of the most interesting courses promises to be that arranged for the evening hour, a series of lectures on London at different periods of history, in which Sir Walter Besant, Mr. Gollancz, Professors Skeat and Hales, Messrs. Churton Collins, Frederic Harrison, Pitt-Lewis, and Sir John Evans will also take part. One of the quaintest items in the programme is a discourse on “The Ideal Theatre,” by Mr. Beerbohm Tree, and perhaps one of the most useful to students wishing to carry on the study of London after the meeting is over, two lectures on “The Geography of London,” from Mr. H. J. Mackinder.

THE Education Department Return of Secondary Schools costs 11d. It should be ordered as C. 8,634.

THE power of the headmaster to dismiss a scholarship boy was called in question by the Governors of Spalding Grammar School. The headmaster’s action was finally upheld in the case under discussion, but it was decided that, in a similar case, he should in future suspend the boy only, and leave the final decision to the Governors. We wonder if the Governors will show the same interest in their staff.

MISS CHAFYN GROVE’S bequest of £5,000 has been utilized in the opening of a new wing to Salisbury School.

IT is stated that two young lady students have been refused admission to the University of Berlin on the ground that they wore their hair down, and looked like school-girls rather than University students.

THE Central Welsh Education Board has conducted the examination and inspection of the schools under its jurisdiction at a total expense of 14s. 5½d. per pupil. This includes administration expenses, and we are led to ask how it is that Oxford and Cambridge charge about twice this sum for examination alone. We do not believe that the Welsh Board economize by sweating their examiners. There would seem to be either great profit or administrative extravagance in the case of the other examining bodies.

IT is stated that in the newest type of higher primary schools in France the time-table covers fifty-five to sixty hours a week. Half of this time is given to work in *ateliers*.

THE N.U.T. are engaged in two “tenure” cases. We hope they will be as successful as heretofore in maintaining the rights of the teacher against unjust treatment by managers, where such treatment is proved.

WE have received a request from the authorities of Université Hall, Paris, to state that Madame Chalamet, the Hon. Secretary, has lent her country house, and that, from July 1, ladies wishing to study French and take a holiday away from towns, may be received there. Application should be made to Madame Chalamet, 95 Bd. St. Michel, Paris.

THE question of the avoidance of a School Board has been solved

in Morton, Lincolnshire, in a novel manner. The management of the Church School has been handed over to the Parish Council, which includes Nonconformists. As there will thus be popular control, there should be no difficulty in getting funds, even without a rate.

THE Winchester College Mission Church has been consecrated at Portsmouth.

THE Eton College Mission has opened a new house of residence in Hackney Wick. The cost of the building was £4,500.

THE Teachers’ Guild has been compelled to give up all idea of a holiday course in the Spanish language for this year.

THE death is announced of the Rev. G. W. Gent, Principal of St. David’s College, Lampeter. Mr. Gent was to have read a paper at Aberystwyth, but was prevented by illness.

WE hope the following story is true—it deserves to be so. The *Sydney Telegraph* is responsible:—“A New South Wales country-school teacher set a boy a question in compound proportion for homework one evening which happened to include the circumstance of ‘men working ten hours a day in order to complete a certain work.’ Next morning the unsuspecting teacher, in looking over the little pack of exercises, found ‘Jim’s’ sum unattempted, and the following letter enclosed in the page: ‘Sur,—I refuse to let Jim do his sum you give him last nite has it looks to me to be a slur at 8-hour sistum enny sum not more than 8 hours he is welcum to do but not more.—Yours truly, Abram Blank, Senr.’”

AN amusing, if somewhat painful, letter lies before us, from which we quote the following, first pointing out that the parent gives the headmaster no information as to the crime his boy has committed:—“If you would kindly give him a liberal caining for his conduct last evening, both his mother and I would be obliged to you. I would not ask this, but to do it at home would mean his shrieking for hours, to the alarm of the neighbourhood.” The boy on whose behalf this “liberal caining” was demanded is fifteen years of age.

MESSRS. DUCKWORTH announce a series of books on English public schools. The first three volumes, on Eton, Winchester, and Rugby, are undertaken by Mr. Lionel Cust, Mr. A. F. Leach, and Mr. W. H. D. Rouse respectively.

THE Glasgow Corporation, by twenty-six votes to twenty-one, has decided to devote the whole of the residue—the “whiskey money”—to the purposes of technical education this year.

A COMMITTEE has been formed to establish a hall of residence for the accommodation of lady undergraduates at Aberdeen University. The Chalmers Trustees have given substantial help in securing a suitable building, and subscriptions to the furnishing fund are coming in satisfactorily. Lady Geddes is secretary of the committee, and will supply all information to ladies desirous of entering the new hall, which, it is hoped, will be opened in October next.

THE REV. J. O. BEVAN has issued a pamphlet on “Dental Hygiene,” especially in relation to children and schools. As we said last month, this subject is of great importance to teachers.

PROFESSOR IGNATIEFF, a Russian doctor, has written a treatise to show the injurious effects of examinations upon the physical well-being of the examinee. He has conducted many experiments, and concludes that all examinations should be abolished.

TWO schoolmasters in public elementary schools have just become magistrates as a result of their election as chairmen of their respective District Councils.

DR. HAIG BROWN has received a testimonial from past and present Carthusians. The presentation consisted of a cheque for £600.

A STRONG representative deputation was recently received by Mr. T. W. Russell on the subject of the Plumbers’ Registration Bill. It would seem that the Plumbers’ Company have overshot the mark, and that the opposition from the City and Guilds Institute, and from other examining bodies, will prevent the Company from forming a monopoly of plumbers. Mr. Russell said the Bill could not possibly pass this year, so there is plenty of time to carry out his suggestion of a conference between promoters and objectors. There is a consensus of

opinion that plumbers should be trained and registered. The question is who is to guarantee the hall-mark.

THE Working Men's College, Great Ormond Street, is about to be extended at a cost of £15,000, of which about £2,000 has been raised. The new buildings contemplated will include a large hall for lectures and meetings, a laboratory for the science classes, and a larger museum. The College, which has now eleven hundred students, started in 1854 with one hundred and thirty. It was founded by Frederick Denison Maurice, Thomas Hughes, and others. Ruskin, Dante G. Rossetti, Lord Bowen, Sir John Gorst, Professor Sir William Flower, Mr. C. A. Whitmore, M.P., and Mr. R. B. Haldane, (J.C., M.P.), have, at different periods, taught in its class-rooms. The new buildings, which will be in the rear of the College, will be known as the "Tom Hughes Memorial Buildings."

THE Russian Government has announced its intention of officially adopting the metric system for the whole Russian Empire. The Munich *Allgemeine Zeitung*, noticing this fact in its scientific supplement for last week, asks:—"How long will England stand out? Does she mean to let the present century come to an end before making up her mind to take a similar step in progress?"

CAMBRIDGE HIGHER LOCAL EXAMINATIONS.—Mrs. Romanes (18 Cornwall Terrace, N.W.) kindly offers to send any student reading for this examination a copy of Canon Scott Holland's lectures on "Butler's Analogy," on their applying to her and enclosing 6d.

THE first award of the Frances Mary Buss Travelling Scholarship was made last week. The successful candidate is Miss J. S. Gill, of the Maria Grey Training College.

THE attention of teachers and intending teachers is called to the Vacation Training Course at Cambridge, particulars of which will be found in our advertisement column.

THE REV. CECIL GRANT, M.A. (late scholar of Wadham College, Oxon.), second master at Queen Mary's School, Walsall, has been appointed Headmaster of the new dual school to be opened at Keswick in September. Mr. Grant is now in America visiting the schools conducted on the dual system.

MR. J. H. WILLIAMS, M.A., has been appointed Headmaster of Risca County School, founded under the Welsh Act of 1889.

MR. ERNEST YOUNG, assistant-master of Parmiter's School, and formerly in the Education Department of Siam, has been appointed, out of about a hundred candidates, to the Headmastership of the Lower School of John Lyon, Harrow.

MR. M. H. LANGLEY, M.A. Emmanuel College, Cambridge, has been appointed one of Her Majesty's Sub-Inspectors of Schools in the Worcester district.

MR. WILLIAM B. STEVENSON, M.A., B.D., who has been appointed to the Chair of Hebrew in Bala College, has prepared a work on the Crusades from original Arabic sources. It is an expansion of an essay which gained Sir William Muir's prize of £100 last year.

THE REV. E. E. NOTTINGHAM, Vice-Principal of Chester Training College, has been appointed Principal of the York Diocesan College.

MISS THOMAS, B.A. Lond., has been appointed on the staff of the North Wales Church Training College for Women. Miss Thomas was educated at the Nottingham and Manchester High Schools, at Owens College, Manchester, and at the Cambridge Training College or Secondary Teachers.

PROFESSOR J. SETH (M.A. Edinburgh), of Cornell University, U.S.A., has been elected Professor of Moral Philosophy in Edinburgh University, in the room of the late Professor Calderwood. There were eight candidates.

THE REV. L. PROBERT, D.D., has been appointed to succeed the late Dr. Heber Evans as Principal of Bala-Bangor Independent College.

THE Council of the University College of North Wales have appointed Miss Caroline Graveson, B.A., of the Liverpool University College and the Cambridge Training College, Lady Assistant Lecturer on Education in place of Miss Greenwood, who has resigned to become Headmistress of the Higher Grade School at Halifax.

MR. EDWARD ARNOLD'S EDUCATIONAL LIST.

LESSONS IN OLD TESTAMENT HISTORY. By the Ven. A. S. AGLEN, Archdeacon of St. Andrews, formerly Assistant-Master at Marlborough College. 450 pages, with Maps, price 4s. 6d.

A HISTORY OF ENGLAND. By C. W. OMAN, M.A., Fellow of All Souls' College, and Lecturer on History at New College, Oxford. Author of "Warwick the Kingmaker," &c. 760 pages. Second and Revised Edition. Crown 8vo, cloth, 5s. Also in Two Parts, 3s. each. Part I. from the Earliest Times to 1603; Part II. from 1603 to 1885. Also the Pupil Teacher's Edition in Three Parts. Division I., to 1307, 2s.; Division II., 1307-1688, 2s.; Division III., 1688-1885, 2s. 6d.

SYNOPSIS OF THE CHIEF EVENTS IN ANCIENT HISTORY. By E. C. EVERARD OWEN, M.A., Assistant-Master at Harrow School. Cloth, 9d.

ARNOLD'S SCHOOL SHAKESPEARE.

General Editor—J. CHURTON COLLINS, M.A.

One Shilling and Threepence.

Macbeth.
Twelfth Night.
As You Like It.
Julius Cæsar.
Midsummer Night's Dream.
The Merchant of Venice.
The Tempest.

One Shilling and Sixpence.

King Lear.
Richard II.
Henry V.
Richard III.
King John.
Coriolanus.
Hamlet.

ARNOLD'S BRITISH CLASSICS FOR SCHOOLS.

General Editor—J. CHURTON COLLINS, M.A.

Paradise Lost. Books I. and II.

Cloth, 1s. 3d.

Paradise Lost. Books III. and IV.

1s. 3d.

Marmion. Cloth, 1s. 6d.

The Lay of the Last Minstrel.

1s. 3d.

The Lady of the Lake. Cloth,

1s. 6d.

Childe Harold. Cloth, 2s.

Macaulay's Lays of Ancient Rome. Cloth, 1s. 6d.

FRENCH WITHOUT TEARS. A Graduated Series of French Reading Books, carefully arranged to suit the requirements of quite young children beginning French. With Humorous Illustrations, Notes, and Vocabulary. By Mrs. HUGH BELL, Author of "Le Petit Théâtre Français." Crown 8vo, cloth. Book I., 9d. Book II., 1s. Book III., 1s. 3d.

A FIRST FRENCH COURSE. By J. BOEILLE. 1s. 6d.

A FIRST FRENCH READER AND EXERCISE BOOK. By W. J. GREENSTREET. 1s.

FRENCH DRAMATIC SCENES. By C. A. MUSGRAVE. 2s.

A LATIN TRANSLATION PRIMER. With Grammatical Hints, Exercises, and Vocabulary. By GEORGE B. GARDINER, M.A., D.Sc., Assistant-Master at the Edinburgh Academy, and ANDREW GARDINER, M.A. 120 pages, crown 8vo, cloth, 1s.

A FIRST LATIN COURSE. By GEORGE B. GARDINER, M.A., D.Sc., and ANDREW GARDINER, M.A. Crown 8vo, cloth, 2s.

CAESAR'S GALLIC WAR. With Maps, Plans, and Illustrations. Crown 8vo, cloth, 1s. 6d. each Vol. Books I. and II., edited by G. C. HARRISON, M.A., and T. W. HADDON, M.A. Books III.-V., edited by M. T. TATHAM, M.A. Books VI. and VII., edited by M. T. TATHAM, M.A.

THE ELEMENTS OF ALGEBRA. By R. LACHLAN, Sc.D., formerly Fellow of Trinity College, Cambridge. A New Edition. Crown 8vo, cloth, with or without Answers, 2s. 6d. Answers separately, 1s.

A FIRST YEAR'S COURSE OF EXPERIMENTAL WORK IN CHEMISTRY. By E. H. COOK, D.Sc., F.I.C., Principal of the Clifton Laboratory, Bristol. With numerous Diagrams and Illustrations. Cloth, 1s. 6d.

THE ANALYTICAL DRAWING SHEETS. By W. H. HOWARTH, Certified Master under the Science and Art Department; and A. W. F. LANGMAN, Inspector in Drawing under the School Board for London. The Series consists of Seven Sets, each of Twenty-Four Sheets (except Set II., which has Twelve Sheets), on stout paper, size 20 in. by 15 in., and the Sets are supplied flat in large envelopes.

Prices: Sets I., III., IV., V., VI., VII., per set, 3s. 6d. net. Set II., 2s. net. Sets I.-VII., complete in well-made box, 25s. net.

ARNOLD'S SCIENCE MANUALS.

General Editor—Prof. R. MELDOLA, F.R.S.

THE CALCULUS FOR ENGINEERS. By Prof. JOHN PERRY, F.R.S. About 400 pages. Second Edition. Crown 8vo, cloth, 7s. 6d.

ELECTRICAL TRACTION. By ERNEST WILSON, Wh.Sc., M.I.E.E., Assistant Professor of Electrical Engineering in the Siemens Laboratory, King's College, London. Crown 8vo, cloth, 5s.

STEAM BOILERS. By GEORGE HALLIDAY, late Demonstrator at the Finsbury Technical College. With numerous Diagrams and Illustrations. Crown 8vo, 400 pages, 5s.

Mr. Edward Arnold's Complete Educational Catalogue will be forwarded, post free, on application.

LONDON: EDWARD ARNOLD, 37 BEDFORD STREET, STRAND.

SOME REASONS WHY CASSELL'S DICTIONARIES ARE THE BEST.

CASSELL'S FRENCH DICTIONARY (490th Thousand, price 3s. 6d.)

is the best because it contains more words, more idiomatic phrases, more equivalent terms, and more proverbial expressions than any other French Dictionary of the same price, and because it is printed in bold, clear type; because it is well bound; and, lastly, because it is Thoroughly Revised according to the Latest Dictionary of the French Academy.

"'Cassell's French Dictionary' has become a standard work in this country, being used in the best schools, recommended by many of the first professors of the day, and generally found a reference book of the highest value and importance."—*Daily Chronicle*.

CASSELL'S GERMAN DICTIONARY (207th Thousand, price 3s. 6d.)

is the best because it not only contains the exact meaning of every word, but also copious explanations and illustrations of the different ways in which each word may be used. There is a valuable chapter on pronunciation, a complete list of irregular verbs with their conjugations, and a list of words with the orthography assigned by the Prussian Minister of Education to be taught in Prussian Schools.

"To say this is the best of the smaller German dictionaries in the field is faint praise."—*Journal of Education*.

CASSELL'S LATIN DICTIONARY (102nd Thousand, price 3s. 6d.)

is the best because it contains everything that a student of Classical Latin can require. It contains a large number of quotations to illustrate construction and usage, historical and geographical notices, and interesting and authoritative etymologies. The different types used, their arrangement, and the whole system of classification are most valuable for reference purposes.

"'Cassell's Latin Dictionary' is the handiest, the most useful, and certainly the very cheapest to be met with."—*The Rock*.

CASSELL'S ENGLISH DICTIONARY (20th Thousand, price 3s. 6d.)

is the best because—

"In addition to the clear arrangement, legible type, and other advantages of the book, it is provided with a common-sense scheme of pronunciation, includes a large number of scientific words, and does not neglect Americanisms, provincialisms, archaic words, phrases, and non-words, or words coined for a special occasion. An excellent dictionary."—*Pall Mall Gazette*.

Handsomely bound in cloth, bevelled boards, price 2s. 6d.

THE YOUNG CITIZEN;

Or, Lessons in Our Laws.

BY H. F. LESTER, B.A.

FULLY ILLUSTRATED.

In these days of representative government it is only right that those who will take an important part in shaping the destinies of their country should early be taught something about the history and significance of its laws. "The Young Citizen," which is profusely illustrated, is written in so charming and attractive a style that it has all the fascination of a story-book. The work should do much to encourage principles of civic duty and patriotism in the schools and homes where it is introduced.



From "The Young Citizen."

"THE YOUNG CITIZEN" IS ALSO
PUBLISHED IN TWO VOLUMES
UNDER THE TITLE OF

"LESSONS IN OUR LAWS."

Part I.—"The Makers and Carriers
Out of the Law." Price 1s. 6d.

Part II.—"Law Courts and Local
Rule." Price 1s. 6d.

"The book will do much to
make its readers useful and in-
telligent citizens, and should
find a ready welcome."

THE JOURNAL OF EDUCATION.

LANGUAGES, LITERATURE, AND SCIENCE.

CASSELL'S LESSONS IN FRENCH. By Prof. E. ROUBAUD, B.A. Paris. Cheap Edition. Parts I. and II., cloth, each 1s. 6d.; complete, 2s. 6d. KEY, 1s. 6d.

CASSELL'S PUBLIC SCHOOL FRENCH READER. Complete Etymological Vocabulary and Notes by GUILLAUME S. CONRAD. 2s. 6d.

GERMAN READING (FIRST LESSONS IN). By A. JAGST. Illustrated throughout. 1s.

THE NEW LATIN PRIMER. By Prof. J. P. POSTGATE. 2s. 6d.

THE FIRST LATIN PRIMER. By the same Author. 1s.

LATIN PROSE FOR LOWER FORMS. Being a Series of Exercises adapted to the New and First Latin Primers. By M. A. BAYFIELD, M.A. 2s. 6d.

Thirty-first Thousand.

A FIRST SKETCH OF ENGLISH LITERATURE.

Comprising an account of English Literature from the Earliest Period to the Present Date. By HENRY MORLEY, LL.D. 1,099 pp., crown 8vo, cloth, 7s. 6d.

THE STORY OF ENGLISH LITERATURE. By ANNA BUCKLAND. Fourteenth Thousand. Cheap Edition. Cloth boards, 3s. 6d.

ELEMENTARY PHYSIOLOGY FOR STUDENTS. By ALFRED T. SCHOFIELD, M.D., M.R.C.S., &c. With Two Coloured Plates and a large number of other Illustrations. Designed as a manual to meet all the requirements for passing the Examinations of the Colleges of Physicians and Surgeons, as well as the "Advanced" and "Honours" Examinations of the Science and Art Department. Price 5s.

Cassell's Educational Catalogue will be sent, post free, on application.

CASSELL & COMPANY, LIMITED, LUDGATE HILL, LONDON, E.C.

THE ORGANISED SCIENCE SERIES.

Books adapted to the Requirements

OF THE

SCIENCE AND ART DEPARTMENT.



FIRST STAGE MECHANICS.—(SOLIDS.)

By F. ROSENBERG, M.A., B.Sc. *Second Edition.* Price 2s.

FIRST STAGE MECHANICS.—(FLUIDS.)

By G. H. BRYAN, Sc.D., F.R.S., and F. ROSENBERG, M.A., B.Sc.
Price 2s.

ADVANCED MECHANICS.

By W. BRIGGS, M.A., LL.B., F.C.S., F.R.A.S., and
G. H. BRYAN, Sc.D., M.A., F.R.S.

(Vol. I.—DYNAMICS.) Price 3s. 6d.

(Vol. II.—STATICS.) Price 3s. 6d.

FIRST STAGE

INORGANIC CHEMISTRY.—(THEORETICAL.)

By G. H. BAILEY, D.Sc. Price 2s.

FIRST STAGE SOUND, LIGHT, AND HEAT.

By J. DON, M.A., B.Sc. Price 2s.

FIRST STAGE

MAGNETISM AND ELECTRICITY.

By R. H. JUDE, M.A., D.Sc. Price 2s.

ADVANCED HEAT.

By R. W. STEWART, D.Sc. Lond. Price 3s. 6d.

FIRST STAGE PHYSIOGRAPHY.

By A. M. DAVIES, B.Sc. Lond. Price 2s.

COMPLETE CATALOGUE of over 450 Books, specially adapted for
London University and other Examinations, free on application.

London: W. B. CLIVE,

University Correspondence College Press.

Warehouse: 13 Booksellers Row, Strand, W.C.

GEORGE PHILIP & SON'S LIST.

"An open sesame to colloquial French."—*Journal of Education.*

PSYCHOLOGICAL METHODS OF TEACHING AND STUDYING LANGUAGES.

By VICTOR BÉTIS and HOWARD SWAN.

FRENCH SERIES.

Ready in July.

FACTS OF LIFE, Part II. Animals, Town Life,
Social Life, Industry, Government, &c. Uniform with Part I.

Second Edition. Just published.

FIRST FACTS AND SENTENCES IN FRENCH.

(*Les premiers Faits et les premières Phrases.*)

A Collection of Simple Scenes described in easy language for the use of
Beginners, and forming an introduction to the "Facts of Life."
Crown 8vo, cloth, price 2s. 6d.

"The system has been proved an admirable one for teaching. . . . All the common
facts and actions of everyday life are dealt with in the different lessons, and we defy
the most careless to go through the book without learning a great deal about the
French language."—*Huddersfield Examiner.*

No. 1.—**THE FACTS OF LIFE**, idiomatically described and
systematically arranged, forming a Text-Book for the Methodical Study of the
French Vocabulary.

PART I. Second Edition. Demy 8vo, cloth, 3s. Class Edition (in Three Books),
demy 8vo, paper cover, each 1s.

No. 2.—**CLASS-ROOM CONVERSATIONS.** A Graduated
Set of Elementary Exercises for Practice in Conversation. Demy 8vo, cloth,
2s. 6d. Class Edition (in Three Books), demy 8vo, paper cover, each 1s.

ENGLISH SERIES.

Just published.

No. 1.—**SCENES OF ENGLISH LIFE.** Lessons in English
on the Series Method, with Instructions to Teachers and Directions for
Pronunciation.

BOOK I.—**CHILDREN'S LIFE.** With a Preface on the Use of the Method
for Teachers of the Deaf, by SUSANNA E. HULL, Oral Teacher of the Deaf,
Bexley, Kent. Crown 8vo, cloth, price 2s. 6d. Class Edition, Exercises only,
Parts I. and II. together, limp cloth, price 1s.; Parts I. and II. separately,
stiff paper cover, price 6d.

Detailed Prospectus, with Specimen Page, gratis on application.

"The best copy-books in England."—Dr. REDDIE, The New School, Abbotsholme.

PHILIPS' "SEMI-UPRIGHT" COPY BOOKS

Have been expressly designed to produce

BOLD, CLEAR, AND RAPID WRITING.

IN FIFTEEN BOOKS, PRICE 2d. each.

Three additional books just published containing numerous original and practical
features.

"It has been a pleasure to look through Philips' Copy Books. The letters are
sensibly and simply formed. Altogether it is an admirable series."—*Journal of
Education.*

"A complete course of bold characteristic English writing."—*Educational Times.*

NEW SCHOOL ATLASES.

Entirely New and greatly Enlarged Editions of these favourite Atlases have been
prepared, at considerable expense, in order to render them the most complete works
of the kind in existence.

**PHILIPS' COMPREHENSIVE ATLAS OF ANCIENT AND
MODERN GEOGRAPHY.** Comprising 74 Maps (56 Modern and 18
Ancient). With Index. Imperial 8vo, strongly half-bound, 10s. 6d.

PHILIPS' STUDENT'S ATLAS. Comprising 56 Physical and Political
and 4 Ancient Maps. With Index. Imperial 8vo, bound in cloth, 7s. 6d.

PHILIPS' SELECT ATLAS. Comprising 43 Physical and Political Maps.
With Index. Imperial 8vo, bound in cloth, 5s.

PHILIPS' INTRODUCTORY ATLAS. Comprising 31 Maps. With an
Index. Imperial 8vo, bound in cloth, 3s. 6d.

PHILIPS' YOUNG STUDENT'S ATLAS. Comprising 51 Maps. With
Index. Imperial 4to, bound in cloth, 3s. 6d.

*The above Atlases are in general use in Schools and Colleges both at home and
abroad. The Maps are clearly printed in colours, and are constantly being
revised. The binding is extra strong, and specially adapted for School use.*

Philips' Illustrated Catalogue of Atlases will be sent gratis on application.

GEORGE PHILIP & SON. LONDON: 32 FLEET STREET, E.C.
LIVERPOOL: PHILIP, SON, & NEPHEW, 45-51 SOUTH
CASTLE STREET.

MESSRS. METHUEN'S LIST.

WORKS BY A. M. M. STEDMAN, M.A.

Initia Latina: Elementary Lessons in Latin Accidence. Second Edition. Fcap. 8vo, 1s.

First Latin Lessons. Fourth Edition, Enlarged. Crown 8vo, 2s.

First Latin Reader. With Notes adapted to the Shorter Latin Primer and Vocabulary. Fourth Edition, Revised. 18mo, 1s. 6d.

Caesar.—The Helvetian War. With Notes and Vocabulary. Second Edition, 18mo, 1s.

Livy.—The Kings of Rome. With Notes and Vocabulary. Illustrated. 18mo, 1s. 6d.

Easy Latin Passages for Unseen Translation. Fifth Edition. Fcap. 8vo, 1s. 6d.

Exempla Latina: First Exercises on Latin Accidence. With Vocabulary. Crown 8vo, 1s.

Easy Latin Exercises on the Syntax of the Shorter and Revised Latin Primer. With Vocabulary. Seventh and Cheaper Edition, Revised. Crown 8vo, 1s. 6d. Issued with the consent of Dr. KENNEDY.

The Latin Compound Sentence: Rules and Exercises. Crown 8vo, 1s. 6d. With Vocabulary, 2s.

Notanda Quaedam: Miscellaneous Latin Exercises on Common Rules and Idioms. Third Edition. Fcap. 8vo, 1s. 6d. With Vocabulary, 2s.

Latin Vocabulary for Repetition: Arranged according to Subjects. Seventh Edition. Fcap. 8vo, 1s. 6d.

A Vocabulary of Latin Idioms and Phrases. Second Edition. 18mo, 1s.

Steps to Greek. 18mo, 1s.

Easy Greek Passages for Unseen Translation. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Vocabulary for Repetition. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Testament Selections. With Introduction, Notes, and Vocabulary. Third Edition. Fcap. 8vo, 2s. 6d.

Steps to French. Third Edition. 18mo, 8d.

First French Lessons. Second Edition. Crown 8vo, 1s.

Easy French Passages for Unseen Translation. 3rd Edit., Revised. Fcap. 8vo, 1s. 6d.

Easy French Exercises on Elementary Syntax. With Vocabulary. Second Edition. Crown 8vo, 2s. 6d. K.V., 2s. 6d. net.

French Vocabulary for Repetition. Sixth Edition. Fcap. 8vo, 1s.

SCHOOL EXAMINATION SERIES.

EDITED BY A. M. M. STEDMAN, M.A.

Crown 8vo, 2s. 6d.

French Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Ninth Edition. A KEY, issued to Tutors and Private Students only, to be had on application to the Publishers. Fourth Edition. Crown 8vo, 6s. net.

Latin Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Eighth Edition. KEY, Third Edition (issued as above), 6s. net.

Greek Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Fifth Edition, Enlarged. KEY, Second Edition (issued as above), 6s. net.

German Examination Papers in Miscellaneous Grammar and Idioms. By R. J. MORICH, Manchester Grammar School. Fifth Edition. KEY, Second Edition (issued as above), 6s. net.

History and Geography Examination Papers. By C. H. SPENCE, M.A., Clifton College. Second Edition.

Science Examination Papers. By R. E. STEEL, M.A., F.C.S., Chief Natural Science Master, Bradford Grammar School. In Three Vols. Part I., Chemistry. Part II., Physics.

General Knowledge Examination Papers. By A. M. M. STEDMAN, M.A. Third Edition. KEY, Second Edition (issued as above), 7s. net.

METHUEN'S COMMERCIAL SERIES.

EDITED BY H. DE B. GIBBINS, D.Litt., M.A.

British Commerce and Colonies from Elizabeth to Victoria. By H. DE B. GIBBINS, D.Litt., M.A., Author of "The Industrial History of England," &c. Second Edition, 2s.

Commercial Examination Papers. By H. DE B. GIBBINS, D.Litt., M.A. 1s. 6d.

The Economics of Commerce. By H. DE B. GIBBINS, D.Litt., M.A. 1s. 6d.

A Primer of Business. By S. JACKSON, M.A. 1s. 6d.

A Manual of French Commercial Correspondence. By S. E. BALLY, Modern Language Master at the Manchester Grammar School. Second Edition. 2s.

French Commercial Reader. By S. E. BALLY. 2s.

Commercial Geography. with special reference to the British Empire. By L. D. LYE, M.A., of the Academy, Glasgow. Second Edition. 2s.

Commercial Arithmetic. By F. G. TAYLOR, M.A. 1s. 6d.

JUST PUBLISHED.

The Decline and Fall of the Roman Empire. By EDWARD GIBBON. A New Edition. Edited, with Notes, Appendices, and Maps, by J. B. BURY, M.A., Fellow of Trinity College, Dublin. In Seven Volumes. Demy 8vo, gilt top, 8s. 6d. each; crown 8vo, 6s. each. Vol. V. "Gibbon's immortal work has never been presented in so convenient a shape."—*Guardian*.

Passages for Unseen Translation. By E. C. MARCHANT, M.A., Fellow of Peterhouse, Cambridge, and A. M. COOK, M.A., late Scholar of Wadham College, Oxford; Assistant-Masters at St. Paul's School. Crown 8vo, 3s. 6d.

Exercises in Latin Accidence. By S. E. WINBOLT, Assistant-Master in Christ's Hospital. Crown 8vo, 1s. 6d. "Accurate and well arranged."—*Athenaeum*.

Notes on Greek and Latin Syntax. By G. BUCKLAND GREEN, M.A., Assistant-Master at the Edinburgh Academy, late Fellow of St. John's College, Oxon. Crown 8vo, 3s. 6d. "Supplies a gap in educational literature."—*Glasgow Herald*.

Test Cards in Euclid and Algebra. By D. S. CALDERWOOD, Headmaster of the Normal School, Edinburgh. In a Packet of 40, with Answers. 1s.

A set of cards for advanced pupils in elementary schools.

METHUEN & CO., 36 ESSEX STREET, STRAND.

THE JOURNAL OF EDUCATION.

A MONTHLY RECORD AND REVIEW.

SCALE FOR ADVERTISEMENTS.

PUBLISHERS' ANNOUNCEMENTS—		£. s. d.	
Whole Page	...	5	10 0
Half Page	...	3	0 0
Quarter Page	...	1	15 0
Per Inch in Column	...	0	8 0

PREPAID RATES FOR SCHOOL ANNOUNCEMENTS—

Scholarships, Official Notices, &c.—6d. per line; minimum charge, 5s.
 Situations Vacant and Engagements Wanted.—30 words for 2s.; each 10 words after, 6d.
 Lectures, Classes, Non-Resident Engagements, &c.—48 words for 3s.; each 8 words after, 6d.
 (These minimum charges do not include a copy of paper.)

An extra fee of ONE SHILLING is charged on advertisements with OFFICE ADDRESS. Date of publication of next issue will be found at top left-hand corner of front page. [Advertisers are reminded that "Letters addressed to INITIALS or to FICTITIOUS NAMES at Post Offices are not taken in, but are sent at once to the Returned Letter Office."] All Letters respecting Advertisements and Subscriptions should be addressed—

"THE PUBLISHER," JOURNAL OF EDUCATION OFFICE, 86 FLEET STREET, LONDON, E.C. Money and Postal Orders, on the Post Office, Ludgate Circus, E.C., should be made payable to WILLIAM RICE; Orders and Cheques may be crossed, "City Bank, Ludgate Branch." Postage Stamps can only be received at the rate of thirteen to the shilling.

If a receipt is required for an advertisement under 10s., a postcard or a stamped envelope must be enclosed.

Notice must be given of all remittances through the Post Office from abroad, stating full name and address of the sender; and all Foreign Money Orders should be "crossed."

American subscribers may conveniently remit through Mr. C. W. BARDEEN, 406 South Franklin Street, Syracuse, New York; or Messrs. E. L. KELLOGG & Co., 91 East 9th Street, New York.

LONDON: WILLIAM RICE, 86 FLEET STREET, E.C.

THE RETURN OF SECONDARY AND OTHER SCHOOLS.

ITS LESSONS FOR COUNTY COUNCILS.

By H. MACAN.

NO person who has in any way assisted in drawing up or supplying material for Mr. Sadler's most valuable Return can have any doubt as to its object. It is the essential preliminary to a Secondary Education Bill. The grouping is by county and county borough areas; hence no others need apply. It is, therefore, for these areas and their administrators that the following comparisons and conclusions have been drawn. The figures dealt with by me are not restricted to those in Mr. Sadler's Blue-book, but other official publications have been consulted.

In the first place, the general deficiency of schools is almost appalling. Accepting 29,140,945 as the total population of England (less Monmouth) in 1897, the total children who might be in *some* school, if taken between the ages of 8 and 13-14, are, upon the Registrar-General's estimate, 3,915,664. Of these the Education Department estimate that 3,356,280 are, or should be, on the register of public elementary schools. This leaves 559,380 children to be otherwise accounted for.

If, however, we take the census returns and bring them up to date, we find that, upon their computation, 4 per cent. of the total population gives the children who between 3 and 13-14 do not go to elementary schools. This percentage between *our* ages (*i.e.*, 8 and 13-14) works out at 613,273. Allowing for the obvious error introduced by the fact that the non-elementary school-children are greatest at the lower ages, this is practically the same figure as that above. Hence 560,000, roughly must be accounted for either by tuition under what the "Secondary and Other Return" calls "domestic conditions" or in the schools of that Return. But only 196,320 children are given in those schools. Allowing for schools unknown, &c., this may be set down at 200,000, leaving 360,000 "domestic" children between 8 and 13-14. Three-fifths, at least, of these are under 10 years of age; hence a large field is still open for good private preparatory schools, kindergartens, &c.—a field, moreover, in which they will never be disturbed by the action of public secondary authorities. To what extent it is being already recognized that here is the legitimate work of private enterprise will be seen later.

The second most important point is how far the field of secondary education proper, as distinguished from private-primary and preparatory-secondary education, is at present covered by existing agencies. Lord Spencer's Committee on Intermediate Education in Wales, which prepared the way for the Welsh Intermediate Education Act, considered that education "higher than elementary" was required for 10 boys (and, presumably, 7 girls) per thousand of the population. The founders of the schools under that Act, however, increased these figures to 12 boys and 8 girls as the numbers for which they should provide schools. The age limits for this "higher" education in the Welsh Act are 10 to 17.

So far, in England, no County Council or other public body has attempted (or is ever likely to attempt) to cater for any children below 10 in the schools they have established. The organized science, or pseudo-secondary, part of higher-grade elementary schools also starts about this same age. Social conditions in England, however, will raise the leaving age in many of the new schools to 19.

Now, taking England as a whole, and including the higher elementary schools, there can be little doubt that at least the lower figures, 10 boys and 7 girls (up to 19 years), must be provided for. Mr. Sadler's Return shows that existing schools between the ages 10 and 17 provide for 3·8 boys and 2·7 girls, or about a third of what is necessary in either case. If we take the figures up to 19 years, we find 4 per thousand boys and 3·3 per thousand girls provided for already. Hence, at least 6 per thousand boys and 3·7 per thousand girls require to be provided for still in public secondary schools. This means that at the present time (June, 1898), roughly, 180,000 boys and 110,000 girls still require secondary schools. The average number of boys in a boys' school appears from the return to be 62. Hence, nearly 3,000 boys' schools are wanted. But this includes preparatory, &c., schools, generally very small. If we take an average of from 90 to 100 to a real secondary school, we shall get 2,000 as a more probable figure. Similarly, for girls the figure in the Return is 36 per school, which would give, on a similar basis, almost the same figure, 3,000, which may well be reduced to 1,500 if the schools are of a decent and workable size.

Hence, the County Councils will require to provide, or see provided, at least 2,000 boys' and 1,500 girls' schools, with an average accommodation of nearly 100 children each.

It will be noticed that mixed schools are not included or reckoned in this computation. The reason is that careful inquiry shows that those furnishing information, if they are really secondary, are almost entirely philanthropic institutions with a limited accommodation, and this class of school in these days of "boarding-out," as opposed to "barracks," is not likely to increase—certainly not by the action of public secondary authorities.

The third point is, how far can the County Council "see provided," otherwise than by public funds, secondary schools for 180,000 boys and 10,000 girls. Mr. Sadler's Return, if analysed, will show that practically *no* reliance can be placed on private agencies for real secondary education. No doubt the Private Schools' Association (which, before this Return, estimated its [potential] schools at from 10,000 to 15,000, whereas 5,200 may now be put as the limit for those which do not either blush unseemly or are ashamed of their existence) will say: "The Return shows nearly 40 per cent. of the total number of boys and 70 per cent. of the girls to be in our schools," and will triumphantly suppress the significant words "and others" in the title, labelling all the schools for these children as "secondary." Let us examine this position. 158 schools have no pupils over 10: hence are outside County Council competition; of these 157 are private. 344 schools have no pupils over 12, and 341 of these are private; these are probably mostly "high-class" preparatory schools, and are also outside competition; if not of this kind, they are liable to lose at most 10 per cent. of their pupils.

But, to go more fully into the distribution of the younger, or non-secondary children. Of the boys under 11 we find 15,916 out of 46,617, or practically one-third, in private schools; 6,683 out of 59,517, or practically one-ninth in endowed schools; and only 70 out of 2,272, or practically one-thirtieth, in "public authority" schools. Of girls under 11 we find similarly between half and one-third in private schools, less than one-sixth in endowed schools, and one-ninth in "public authority" schools.

Next considering the mixed private schools, and the children under 11 in them, we find 18,484 of these younger ones out of

26,026, or nearly two-thirds; this is the type of school kept by the "reduced gentlewoman" whose woes are set out in the preface to the Blue-book. It is the preparatory departments of the Girls' Public Day School Company's schools which are killing such schools. Taking all the figures together, we find that, of the total private-school children (152,950), there are under 11 years of age no less than 66,197, or between one-third and one-half.

The private schools, with the majority of their children under this age, may be called the "genuine elementary" private schools. They are in direct competition with the public elementary schools only. Dividing the above number of children among schools in the proportions set out in the Return, this gives 2,200 out of the total 5,197 private schools which are really elementary, and of these 437 are for boys.

Now as to the other type of private school, organically linked to the First Grade secondary school, and generally known as preparatory. The chief indication of a school of this kind is that practically all the pupils leave at 13 or 14. Most of them are, of course, boys' schools.

Going through similar calculations for these schools, and referring to boys only, we get no less than 589 out of the total 1,311 boys' private schools coming under this head. Adding this to the 437 elementary ones above, we obtain the figure that for boys there are only 285 private schools which are really doing the work of public secondary schools, and whose interests, therefore, are involved in the coming Bill. Of course, the proportion of 2 to 1, which obtains among girls' private schools as compared with such boys' schools as a whole, is not by any means kept up in the upper stages; but, neglecting to reduce for this, we get *under 1,000 private schools* for both sexes operating in the *purely secondary field*, or almost exactly the number of schools classed in the other four categories of the Return, if we similarly deduct a proportion for the younger children.

Hence, presuming that future developments in the five classes will be on present lines (a large assumption), of the 290,000 school places wanted, half of the schools providing them may possibly be private, in the proportion of 2 for girls to every 1 for boys.

We arrive, therefore, at the conclusion that, at any rate, at least 1,500 secondary schools (ages 10 to 19) must be provided by the County Councils to bring England to a level with Wales. Giving 566 schools to girls as against 924 to boys, and remembering the extent to which county boroughs serve for their contiguous counties, we find that each *geographical* county on an average must expect sooner or later to have to put up 18 boys' and 11 girls' schools, and this without extinguishing a single private school, but rather encouraging, as far as possible, new schools of this kind. The amazing absurdity of the contention of the Private Schools' Association that every public secondary school to be erected will send one or more of their schools into the Bankruptcy Court needs no further demonstration.

REVIEWS AND MINOR NOTICES.

France. By J. E. C. BODLEY. In 2 vols. (Macmillan.)

Mr. Bodley's work is melancholy reading for the many admirers and sympathizers that France possesses in Britain. Probably teachers know the literature of France better, and spend well-earned holidays in the country more, than any other profession, so that this book possesses for them, as well as for all students of constitutional history, a particular interest. The writer sets himself the task of tracing the relations of modern France with the Revolution and the working of French political institutions. Since he spent seven years in the country, travelled in different parts, and placed himself in communication with large numbers of persons who could give him information, he is qualified to deal with his subject. Moreover, he is a sincere admirer of the French people. Where he blames, it is not for the mere sake of blaming, for he recognizes the essential greatness of France, and the fact that civilization has reached lower strata of her society than of any other. The general effect the book produces is that the author is hostile to the Revolution: most of the evils of French

government are traced to it. We know, in a general way, that the reform movement of every civilized nation is under deep obligations to the French Revolution. In England that movement was retarded for some time; but, speaking generally, elsewhere it received a decided impulse. Mr. Bodley makes us realize that, while other nations may have profited by her experience, France paid, and is still paying, the price; indeed, a doubt arises as to whether she will ever hold her acquittance. "We are the worst-governed nation in the world, or I will say, so as to hurt no one's feelings, one of the very worst," is the dictum of M. J. Roche. M. Jules Lemaitre tells us France is in full decadence, and M. Ed. Demolins' book, "*La Supériorité des Anglo-Saxons*," recently reviewed in the *Journal*, does not expound a very different view. And it is this that lies at the back of French pessimism to-day—everything has been tried; no remedy seems possible; no man has anything to propose.

For Europe France must always stand as the great laboratory for schemes of government and social reconstruction. It is not certain that she is not at a point where we shall presently arrive. Mr. Bodley dwells on roots of bitterness and evil, such as the indifference of the great, sound body of the French people to their government, to corruption and self-seeking in politicians, to the rise of the professed politician. What thoughtful man can say that England is purged of these evils? Or, if we admit that they are with us to a certain extent, who will undertake to prophesy that their growth and extension may not one day undermine the very foundations of our Empire and Constitution? Perhaps the best tribute that can be paid to Mr. Bodley is the genuine sympathy he arouses for France, together with a quickened sense of the dangers that beset our own country.

There is deep pathos in the ruin of the hopes founded on the Third Republic. The very word was blessed. Under the Empire one said: "'Republic' was for him a word of magic sound, capable of elevating the moral sense and of healing all the ills of humanity." "France," said Jules Ferry, after the disaster at Sedan, "delivered from the corruptions of the Empire, has entered into the period of the austere virtues." Earlier in the century so great was the enthusiasm of eminent Frenchmen for politics that Thiers said: "Writing is nothing; I would give ten of the best histories that were ever written for one good session." And Lamartine regrets time wasted on verse-making—"My real vocation is politics." Under the Republic we have seen Panama and other scandals. Béranger and Sarcey have been overwhelmed with obloquy for their attempts to bring public decency up to the moderate standard of the Empire. Men of high character and worth abstain from politics, for they will not descend to the wire-pullings and mud-throwings which have become necessities. "The Republic is not governed by men of genius or even of integrity."

In 1875 M. Laboulaye summed up the situation: "We present the spectacle of a tranquil people with agitated legislators." At the root of it all lies the failure of the British parliamentary system in France. Parliamentary government is for the French a "fatal drollery." French gaiety disappears; its place is taken by rancorous discord. The Third Republic has now lasted twenty-seven years and a half; since the average life of a Ministry is eight months, that means some forty Ministries.

The French are undoubtedly a methodical people; it is their genius to classify, tabulate, and even to stereotype. In the matter of central government it has been their fate to suffer a hundred years of improvisation, adventure, make-shift, with its results of perpetual irritation, strife, and change. This is the real secret of French political ill-temper. Mr. Bodley points out how the parliamentary system, superimposed at the centre and having nothing which leads up to it in local government, can never work satisfactorily with the forty thousand communes of France and Algeria. This part of their system of government, organized by Napoleon, is highly centralized and quite incompatible with free institutions. It was intended to be worked by an autocrat, and not a too scrupulous one. It is the strong and stable part of the French system; parliamentary government is the weak part. The radical difference between England and France is that in England the constituencies impose their will on the central Government; Conservative votes in the constituencies mean a Conservative Government. In France the central Government manipulates the elections from the centre, and Ministers like M.

Constans boast that manipulation is a speciality. M. Dupuy, in 1893, drew special attention to the fact that he, and not M. Constans, was to "preside over the coming elections," in which, of course, Government candidates have special advantages. Under the Empire such candidates had white placards, and no one else might use these. Very few French politicians regard Government interference with the elections as anything but legitimate. The Government bribes constituencies on the eve of by-elections by subsidies for bridges, roads, &c. Here is a list of the persons prepared to forward the Government candidate, according to M. Jules Ferry: "From the rector of academy to the humblest village schoolmaster; from the receiver-general of finance to the writ-server; from the manager of the Government factories to the licensed dealer in tobacco; from the post-office inspector to the letter-carrier; from the director of public domains to the road-mender; from the president of the tribunal to the gendarmes and rural policeman." This was written in 1863, but most officials are as ready to play the same part as ever when "manipulated."

Up to 1848 France had an electorate of two hundred and forty thousand; after the Revolution of 1848 this electorate was displaced for one of about nine millions, whose first acts were the election of Louis Napoleon as President of the Second Republic, and, later, approval of the *coup d'état* in 1851.

A glance at how elections are managed is not uninteresting. The system of registration is admirable in its simplicity and cheapness; unlike our chaotic registers, which are only to be understood by prolonged study, and cost the nation £700,000 per annum at least. In France a poll costs next to nothing, for two hand-written lists make the register; nothing and nobody is upset by its occurrence—a little of this immunity, perhaps, being due to the fact that nobody is interested. Mr. Bodley has some curious details to relate about elections manipulated by dishonest Government officials. Thus, at Toulouse there were practised eighty-six distinct methods of fraud; three thousand fictitious electors were added to the register. Elsewhere fictitious votes were dexterously slipped into the urns. A regulation states that no voting paper shall bear any exterior mark which will lead to identification. Thereupon the Mayor blackens his fingers, handles voting papers of the other side, and flings them out. On one occasion, despite all "precautions," the results favoured the enemy. "It is for you," said one functionary to the other, "to complete the work of universal suffrage." In perfecting the work they sometimes overshot the numbers on the register by some hundreds, and additional skill was requisite to make them tally.

When the French Chamber meets it "verifies the powers" of its members. But here also disappointment awaits him who expects fair play. There is no semblance of impartiality. "If the Chamber reverse the report of a Committee validating a seat, it is most often because the hazard of the ballot has given a majority to that particular bureau antagonistic to the majority in the Chamber. . . . Party groups stand by their members, and a Reactionary would never vote for the invalidation of a Reactionary, nor a Socialist for that of a Socialist."

Party groups recall the main divisions of the French Chamber, or "mob of nullities," as M. Maret politely styles it.⁵ These are the anti-Republican Right, the Ralliés, the Liberals, the Opportunists, the Radicals. Of these, the first alone is made up of Bonapartists, Legitimists, Orléanists, and other reactionaries. What these parties desire, or are attempting to get, even Mr. Bodley has not succeeded in making clear. None seem to want tranquillity, and none to get it. Mr. Bodley is probably right when he says that the French require, amongst other things, the English party system to make their Parliamentary system work properly. This is even necessary to put down corruption. Much as independent minds chafe against the party system, amongst other things it organizes "virtue." Panama did not prove that the French Chamber is composed of scamps, but simply that complete disorganization has failed to create a standard below which a politician may not fall. One may grant this and yet be of opinion that Mr. Bodley has insufficiently explained, unless "completing the work of universal suffrage" explains it, why the French electorate returned to the Chamber the very men who were implicated in the Panama affair. Many people might conclude that this approval of dishonesty did not mark an "honest people." M. Floquet, President of the Chamber, confessed that, when Prime Minister, he had used £12,000 of the Panama funds in *combating the enemies of the Government*.

This brings us to another consideration. Deputies in their elections, and Ministers in their berths, regard all means as justifiable which serve to retain their positions. Surely this is nothing but a result of the increase in professional politicians, who feel they *must* retain their places at any and every price. Deputies are paid £360 per annum, and, though Mr. Bodley does not regard this as a bad influence in politics, it is probably a factor in political corruption.

France has one hundred and fifty lawyers in the Chamber. After lawyers come doctors, and then, as far as professions are concerned, teachers, of whom there are twenty-five.

Mr. Bodley's examination of "Liberty, Equality, Fraternity," so much in evidence with the paint-brush, is interesting. The association of liberty with the Revolution is merely conventional, and it is well known that in Britain there is much more freedom. Yet it is an exaggeration to depict the French as harassed and worried by officials; "there is no country where, under normal circumstances, life can be enjoyed more tranquilly." All the same, he shows us that in matters religious the Republic is intolerant, choosing to regard any display of religion as hostility to itself. That a local Government official attends church, or his daughter takes up the collection, means that he is a marked man; the President may not pronounce the name of God in a public utterance, and must avoid official appearance in churches. Our author cannot forbear recording how French officials trooped off to church on the occasion of the Russian Emperor's visit. "Clericalism the real enemy" makes one more of France's many divisions, and the deepest.

The picture of French political life is a sordid one, presenting human nature under one of its most detestable aspects. And it contrasts disadvantageously with that steady, calm, peaceful life of the bulk of French people—those who have made France great and civilized. Mr. Bodley quotes approvingly the remark of an old French wood-carver surrounded by his family: "Je ne m'occupe pas de politique, Monsieur." And yet it is precisely when the respectable and thoughtful do not trouble about politics that things reach the state we now observe in France. The price of liberty knows no "slump"; it is still eternal vigilance. The French possess a phrase, *esprit de corps*, when what it represents is hardly known to them. The English have not the phrase, but they possess the thing. At school espionage cuts out all *esprit de corps*; among the officers of the army it hardly exists; indeed, the French unite against each other with far more viciousness and cordiality than they sometimes display to an enemy. While the Germans still surrounded Paris in 1871 they could complacently observe the ferocity with which the Commune was extinguished—a ferocity unknown to civilized nations.

Furthermore, Frenchmen have no tolerance for each other, either in religion or politics. They have not adopted "Live and let live," a motto grounded on soundest philosophy; and they have not grasped an essential principle of good government—the doing of the smallest repair required by the political machine whenever it is necessary. They want to do great things by great *coups*, and the result is worse than nothing. "France" helps us to see how a Dreyfus case or any miscarriage of justice is possible. To a weak Government, one that does not represent the people, all things are possible, from massacring the people downwards. For our own part, we think Mr. Bodley touches on the root of evil when he alludes to the barrack schools of France, the espionage by which discipline is maintained. "There is no sadder spectacle on the gay scene of Paris than that of the mournful processions of bearded youths in collegiate uniforms promenading the Champs Elysées under the eyes of their ushers." It was a young French mother who said of her first-born: "J'élèverai mon fils à l'anglaise; c'est très simple. Il ne faut qu'un tub et beaucoup d'eau." On the contrary, much more is necessary. Our boys, and our girls in lesser degree, learn to organize themselves, learn loyalty to their side and vigilance at their play, all the qualities covered by *esprit de corps*. These qualities are dissipated by espionage, and other less desirable features replace them. In England, so far as one individual's experience goes, teachers speak with great plainness to the untruthful child. In France it is different—*il faut le ménager*—and perhaps this attitude is considered due to the child because he has to suffer so much in other directions. The French child is spoiled in his home; parental love often goes to quite ridiculous lengths; and he is spoiled in another way at school—

the worst, and not the best, is made of him. The child is not treated sufficiently like a man, and the man is treated too much as the child. We cannot but think that this book partly traces the after-effects of French education. Mr. Bodley touches on another point which appears to deserve the attention of French teachers. Dumont, of Geneva, the friend and helper of Mirabeau in Paris, knew France and England well. He wrote: "If a hundred people in London and Paris respectively were stopped in the streets and asked to undertake the government of the country, ninety-nine would refuse in London, and ninety-nine would accept in Paris. A Frenchman believes himself capable of tackling all difficulties with *un peu d'esprit*."

Mr. Bodley promises us another volume, and, since he has observed much, we hope that his chapters on education will dive a little below the surface, and tell us whether France has seized the stick by the right end in dealing with her children. We offer him this as his "reference." Whilst congratulating him on his able and interesting study of a clever and deeply interesting people, we should like to see the next edition purged of such expressions as "delicts," "ridded," "pontificated," "despotised," "expertest," "loudened," "misesteem," and the more correct use of certain conjunctions which have produced awkward sentences, requiring to be read twice or thrice before the meaning is grasped.

"Great Educators Series."—*Horace Mann and the Common School Revival in the United States*. By B. A. HINSDALE, Ph.D., LL.D., Professor of the Science and Art of Teaching in the University of Michigan. (Heinemann.)

This latest addition to the instructive and interesting series of "Great Educators," projected by Professor N. Murray Butler, and published in this country by Mr. Heinemann, is chiefly valuable as a contribution to the history of education in the United States, rather than as an exposition of pedagogic principles. Horace Mann was born in 1796 and lived till 1859. He was trained as a lawyer, and practised his profession for fourteen years. He became a Representative, and afterwards a Senator, in the State Legislature of his native Massachusetts, but showed from the first a keen interest in the subject of public education; and when, in 1837, the first Board of Education was formed for that State, he abandoned the practice of his profession and became the Secretary of that Board. During the twelve following years his influence was chiefly exerted by means of visits and lectures in all parts of the State, and by his annual reports, characterized by much enthusiasm and by a strong reforming instinct, which caused them to be widely read and to exercise influence beyond the boundaries of Massachusetts. He visited Europe in 1843, and wrote copiously on the educational phenomena witnessed during his journey. In 1848, on his election to Congress, he resigned his secretaryship and betook himself to politics, in the hope of exercising some influence at Washington on the general education of the country. Public instruction, however, is in America so exclusively a matter of State and local concern, and is so little influenced by the central Government, that his hopes in that direction soon proved to be fruitless. His political position was that of an Anti-Slavery Whig, and Dr. Hinsdale tells us that all his speeches in Congress were devoted to the slavery question. Being unsuccessful as a candidate for the Governorship of Massachusetts in 1852, his active participation in politics ceased and he returned to his former pursuits, having accepted the principalship of Antioch College in Ohio, an institution which was designed to be thoroughly unsectarian in its character, and derived its name from the fact that "the disciples were called Christians first at Antioch." The last six years of his life were spent as head of this College, and were sadly clouded by disappointment, by financial difficulties, and by dissension among the teachers. The College was sold in June, 1859, in order to clear its debts; but he did not survive to take any part in its reconstruction, and he died in August of the same year.

This book opens with a chapter entitled "Two Centuries of Common Schools," which contains a well-told and, as far as we are able to verify it, a very full and accurate account of the rise and growth of the common school system in the New England States. The story of educational progress in the last century, both before and after the American Revolution, recounts a series of experiments, and shows that it was only by slow degrees that, Massachusetts and Connecticut being the foremost pioneers, a system, or rather a number of systems, of popular instruction

became evolved. The irregular and haphazard character of educational provision in that day is well illustrated by the fact that, in the Slave States, Southern gentlemen often owned the teachers of their children—convicts or indentured persons purchased of the skippers who brought them into the harbours. It is even reported that Washington received his early lessons from a convict-servant whom his father had bought in the market as a slave. In a second chapter, entitled "Horace Mann's Forerunners," Dr. Hinsdale enumerates the names and respective services of those Americans who, contemporaneously with Bell and Lancaster in England, and Pestalozzi in Switzerland, were seeking to establish schools or to improve their methods. Among these a few, notably Olmstead (1816), Hall (1823), Carter (1824), and Gallaudet and Walter Johnson (1826), were somewhat in advance of any contemporary English reformers, especially in their insistence on the need for more intelligent methods, and for systematic professional preparation on the part of teachers.

Horace Mann was rather an educational statesman than a teacher, and his biographer does not claim for him a rank among the philosophers who have sought to establish a theory of pedagogy or to illustrate it by original discoveries. His influence was chiefly exercised by means of stimulating missionary addresses, by his pitiless exposure of the unsatisfactory condition of the common schools, and by the numerous practical reforms which he introduced into scholastic administration. He established the *Common School Journal* and edited it for ten years, and was the first to advocate the establishment of normal schools. His influence with the Board of Education also gave a strong impetus to the movement for attaching libraries to schools, and he and his friend Dr. Henry Barnard, of Connecticut, were in effect the originators of those Conventions of teachers which, under the name of Institutes, have done so much in all the States of the Union to encourage the study of methods, and to promote useful discussion and a sense of corporate professional interests among American teachers. "The common school system of Massachusetts had," as he said in his report for 1838, "fallen into a state of general unsoundness and debility," and he made it the business of his life to awaken public attention, and to secure the co-operation of the State authorities in measures of improvement. This was not an easy task, and the story of the difficulties he encountered, the apathy of local bodies, and the hostility of the teachers, is one which leaves on the reader a strong impression of his courage and resource, as well as of his administrative skill.

Some of his difficulties are easily accounted for by the fact that he was a Unitarian, resolutely opposed to the introduction of dogmatic and sectarian teaching into the common school, and therefore often subjected to the same danger of misrepresentation from the ministers of orthodox churches, which has been experienced in England. Other discouragements met him when he urged the need for more enterprise upon a community only half-disposed to make pecuniary sacrifices for increasing the number of schools and for informing them with better methods and higher aims. Teachers, especially those who were wedded to routine, were often unwilling to welcome his reforms, and the evil fortune which made it necessary for him to become a politician as well as a school administrator necessarily alienated from him the sympathy of men on the opposite side, and thus restricted his educational influence. His early admiration for George Combe and Gall and Spurzheim caused him from the first to overrate the claims of what was then the popular scientific craze of phrenology, and to look in that rather hopeless direction for the solution of some of our educational problems. Indeed, as Dr. Hinsdale admits, "he had little in-ight into the problem of educational values beyond the practical uses of studies. He placed small stress upon discipline and culture as such, and did not grasp the conception of science for science's sake. He exaggerated the value of physiology, and found no adequate place in the school for history—not even the history of the United States." His preference for book-keeping over algebra, and for surveying and measurement over geometry, and for the knowledge of physical facts over the humaner studies, all serve to indicate the limitations under which he worked, and by which, to a certain extent, his policy was controlled.

Notwithstanding these limitations, Horace Mann did, in his generation, a notable work. He invoked much public sympathy and enthusiasm on behalf of a higher standard of education.

He condemned the traditionary methods of teaching reading, as artificial, wasteful of time, and partly ineffectual; he pleaded for humaner and more rational methods of disciplining and governing children. He never ceased to insist on the healing power of popular intelligence and virtue, and on public instruction as the best safeguard for public welfare. In the administration of Antioch College, he tried with courage that experiment in what is called the co-education of the sexes, which, within certain limits, has been successfully imitated elsewhere; and in his inaugural address he expressed his desire "to redress the long-inflicted wrongs of woman by giving her equal advantages of education." By means of what are called in America "elective studies," he sought to offer to all students scope and opportunity for the exercise of any special faculty or taste they might severally possess. Antioch was the first college in the country to discard honours and prizes, for he relied upon the love of knowledge and the natural advantages which its possession conferred. He held it indisputable that all normal children love knowledge as surely as they love honey, but that they would not thrust their hands into a live bee-hive to get the honey, or enjoy it if it were poured into their mouths.

Dr. Hinsdale has done his work with care and good taste, and in a spirit of genuine sympathy with Mann and with the work of his life. He has written an important and graphic chapter in the history of America and its social and educational development. His monograph will be chiefly appreciated by his own countrymen, but, even to English readers, the story here presented of Mann's strenuous and honourable career, devoted to public and unselfish interests, hindered often by calumny and by ungenerous opposition, yet leaving behind it a noble example to his successors, will prove suggestive, and well worthy to hold a permanent place in our educational literature.

Debatable Claims. Essays on Secondary Education. By

JOHN CHARLES TARVER. (A. Constable.)

In the Epistle Dedicatory, addressed to his old headmaster, Archdeacon Wilson, Mr. Tarver writes: "You were good enough to find my last book *amusing*. I have done my best to render this one *dull*." We know not whether the author will be gratified or annoyed at hearing that, in our judgment, he has failed in his object. Mr. Tarver has an easy, fluent, "button-holing" style which carries us along with him, and these essays would have passed muster as a series of "middles" for the *Saturday Review* in its palmy days. He is lively, shrewd, suggestive, witty—anything but dull. He is not, however, what he would fain be, the philosophic publicist and prophet. He has given us *essays* as Bacon used the word—talks round about his subject, not a globe of precepts. We have been seduced into reading the book through from cover to cover—a rare triumph of the author over the reviewer, who is supposed only to taste; but we must honestly confess that we are still unable to summarize the essayist's views, though we may thereby lay ourselves open to the charge of stupidity.

Mr. Tarver would doubtless describe himself as an independent or free lance; but we shall not be far wrong in classing him with the Left Centre. While freely criticizing existing institutions, he deprecates any rash or sudden change. "The Royal Commission on Secondary Education (1896) had neither the power nor the time to give us that complete conspectus of English education not under the Elementary Act which is necessary before we commit ourselves to legislation. It did not inquire into the work of private schools. . . ." This sentence from the preface at once explains the title and defines the author's position. The first essay is a *résumé* of Leach's "Schools at the Reformation," with an added moral—history repeats itself, and we, like the Reformers, are destroying the old foundations, or, at any rate, letting them go to rack and ruin in preparation for spick and span superstructures. We pass on to an argument which, paradoxically as it is put, has a basis of reason. The trend of public opinion is all in favour of endowing and subsidizing useful knowledge. We offer bonuses to the mechanic, the clerk, the electrician, the chemist who is learning his business, on the ground that Latin and Greek, literature and philosophy, are luxuries for which those who need them can afford to pay. This, we are told, is all a mistake. *Brodwissenschaften* can be left to shift for themselves; the higher learning that cannot be turned into shekels *laudatur et alget*. This seems sound doctrine, and as a protest against the

precocious forcing of technical instruction and the consequent neglect of the humanities we can unreservedly accept it, but there lurks in it an obvious fallacy. Farmers do not now, any more than in Virgil's day, know their own good, and free trade in education has long been relegated to Saturn. "An Ideal Teacher" is a sketch of William Johnson, drawn from the privately printed Memoirs, so attractive that we will not ask what he does in this galley. For the rest of the volume we must be content with a brief examination of the chief topics—teachers' salaries, curricula, higher-grade schools, clerical head-masterships, County Councils, training, registration of schools and teachers. The discussion of any one of these chapters would need a review to itself. Mr. Tarver, as we have said, approaches the question from the point of view of the liberal conservative, the enlightened public-school master. He would have teachers trained and registered, but he would not make training a necessary qualification for registration; he would enlarge the curriculum, but he shares Mr. Lyttelton's belief in the supreme efficacy of Latin verse; he would fill up gaps, if gape there be, but preserve the distinction between the classes and the masses; for local authorities he does not conceal his mistrust and aversion. His criticism is almost wholly negative, but he gives us one hint as to how he would construct. "Paid Councils of Education, responsible to a central authority for the administration of large areas—some half-dozen for the whole kingdom—seem to me the form of administration most likely to do the work required." A simple plan, but, on the whole, we prefer the complex scheme of the Royal Commission, with its nicely balanced central and local authorities, to Mr. Tarver's absolute bureaucracy.

Boyhood: A Plea for Continuity in Education. By ENNIS RICHMOND. (Longmans.)

Ennis Richmond (whether his name be real or assumed we know not) is a preparatory-school master who has also been a public-school master. The text of his discourse is Wordsworth's

That all my days might be
Bound each to each by natural piety,

and he preaches on it with an intimate knowledge of boy-nature and a profound conviction that cannot fail to command respect. The sermons are addressed rather to parents than to schoolmasters—not that the author represents himself, or his congeners, as by any means immaculate; but the point he seeks to drive home is the responsibility of parents, which cannot be devolved or shifted on to the schoolmaster's shoulders. That a boy at nine or ten should be sent to a boarding-school is assumed by the author as a dispensation of Providence (to us it seems an anomaly that needs justification), and the questions treated are, how a parent best prepares the way for school, and, after the transition, continues at home the discipline of a healthy school life. These questions are treated wholly from the moral, or, rather, from the religious, side, and intellectual growth is hardly touched upon. We mention these limitations not by way of disparagement, but solely to indicate the scope of the book. The chapters on Temper, Manners, Truth, Obedience, Punishments, are full of pregnant hints, especially for mothers. In the chapter on Cleanliness the subject of sexual knowledge is treated with a healthy outspokenness for which we thank the author. From the recommendation on page 62 we strongly dissent, and would substitute a lesson in botany, but the principle enforced is thoroughly sound. To raise another minor point, we doubt the expediency of taking young children regularly to church, and we recall a story to the point. A late judge, who had patiently sat through his first morning service nearly to the end, at last pulled his mother's gown and whispered: "Mamma, does the man in the box know that we dine at one?"

A Concise Dictionary of Greek and Roman Antiquities. Based on Sir W. SMITH'S "Larger Dictionary." Edited by F. WARRE CORNISH. Price 21s. (Murray.)

Mr. Cornish has done for antiquities what Mr. Marindin has so successfully done for Greek and Roman biography and mythology. Though based on the "Larger Dictionary," this is not a mere abridgment. Various articles have been grouped under one head, as in the case of *architecture* and *dress*; several articles have been rewritten; endless oversights and errors have been corrected, and throughout the information has been

brought up to date. There are no less than eleven hundred illustrations, and two hundred of these are new. To realize the advance of the last twenty years, both in scholarship and archaeology, we need only turn to the articles *navis* and *pottery*. The coloured vases given under the latter heading are beautiful specimens. Mr. Cornish is doubly qualified, both as a wide-read and accurate scholar and as a schoolmaster *donatus rude*, to edit such a work, and he has had the help of many accomplished friends—in particular, of Canon Evans. We do not profess to have examined the work minutely, but wherever we have tested it we have found it clear, precise, and accurate. No classical sixth-form boy should be without it.

Strasburger's Text-Book of Botany. Translated by H. C. PORTER. (Macmillan.)

This well-known text-book now appears in English as a handsome, well-printed volume, much more convenient than the German original, but unfortunately a good deal dearer. It will prove very useful to second-year students, who are preparing for higher examinations. The sections dealing with morphology and physiology are clear, concise, and interesting. The systematic part is less valuable, and seems to be written with special reference to the wants of German pharmacists. It is curious that the book contains no statement of the share of any one of the five authors.

A compendium of well-sifted information—and the book before us is just that—answers to the accepted notion of what a text-book should be; there is no doubt that it is excellent for passing examinations at least. Of course it will neither show the student how to work, nor inspire him with the love of inquiry. It is, perhaps, assumed that he has already worked through Strasburger's "Practicum," which is truly an admirable introduction to scientific botany. But we fear that many will simply leave out the practical work, and learn up some such text-book as this *instead* of getting to know their plants. It is lamentable to have to confess that they may pass their examinations creditably after all.

Otium Didascalii. Translations into Latin and Greek Verse. By WALTER HOBHOUSE. (Macmillan.)

We have read with interest and profit these translations by one of the most accomplished of recent Oxford scholars. The general impression they leave on us is one of even excellence. Any one of them would have gained an "alpha plus" in a Hertford or Ireland Scholarship, any one of them might be given out as a fair copy even by a fastidious headmaster; and yet there are very few that seem to us quite to attain that high-water mark of inevitableness that marks the masterpieces of James Riddell, Calverley, or C. J. Vaughan, to name only composers of the last generation. In a good many pieces Mr. Hobhouse provokes comparison. We will take at random one. Here is his version of Keats's "In a drear-nighted December":—

"Ingruit nox atra feri Decembris,
Nec valent, arbor nimium beata,
Jain tui primae revocare frondis
Gaudia ramis.
Non movet plenus nivis imbrumque
Stridor immanis Boreae, reatum
Nec gelu stringit, nova quin per annos
Germina promant."

Here is Professor Jebb's:—

"Horreant, arbor, tenebrae Decembris;
At, quater fausto Jove, te vietam
Nulla fortunae speciosioris
Cura remordet.
Sibilans tutis aquilo minatur
Grandinem ramis: male pertinaci
Stringit amplexu glacialis umor
Vere novandos."

Exception might be taken to the use of *December* as a substantive and of *gelu* (apparently) as a nominative; but, apart from such *minutiae* of scholarship, the most characteristic touch, "frozen thawings," is missed in the first and exactly hit off in the second version. Take, again, Milton's lines on his blindness:—

"for the book of knowledge fair
Presented with a universal blank
Of Nature's works to me expunged and rased."
"mihi non, ceu pagina libri,
iam natura patet: vacat omni daedala signo
charta, neque obscuros promit Natura labores."

The *daedala* is excellent, but *natura*, first without and then with a capital, is weak, and the last line is ambiguous. Some of the simpler

renderings, the Greek iambs and Anacreontics, for instance, are admirable, and we wish that space allowed us to give examples.

The Works of Horace rendered into English Prose. By WILLIAM COUTTS. (Longmans.)

Mr. Coutts takes for his motto "Converti ut interpretes," and we shall not be doing him injustice if we paraphrase: "My object is to serve as a crib." A good crib is generally a bad translation, though the converse does not hold. Mr. Coutts is literal, faithful, but prosaic and wooden. The Milton Ode to Pyrrha begins: "What stripling slim in many a rose"—which is hardly English; and *simplex munditiis* is prosified "plain in thy toilet." In the Galatea Ode we find "ponies," the most unpoetical word in the English language; Jove is metamorphosed into an "infamous bullock." "But you see with what commotion Orion is hastening to his bed," "Mean Europe, from yonder ash-tree you can bruise your neck, suspended by the girdle which has happily followed you," are instances of the letter that killeth, though good enough to serve the examinee's turn.

A Primer of Latin Grammar. By WILLIAM MODLEN, M.A. (Price 2s. 6d. Rivingtons.)

There are signs that, in spite of the *cum privilegio*, the "Public School Latin Primer" will not long retain its ancient solitary reign. No one would think of constructing an English reading book for children by taking some master of English prose—Newman, or Ruskin, or Stevenson—and cutting out all the hard words and complex sentences; yet this was the method pursued by Dr. Kennedy, and the sins of the Conscript Fathers have been visited on generations of innocent children. Mr. Modlen is a preparatory-school master, and knows by experience, what headmasters only know at second-hand, the capacity of the juvenile intellect. He has composed a genuine primer, discarding sesquipedalian terminology, letting anomalies go by the board, and reducing the system to the barest outline required for the beginner. Publisher and printer have done their part in the work of simplification. The type is bold and varied, and the tables of declensions and conjugations stand out in bold relief. The treatment is, in the main, conservative, the principal innovation being the division of substantives into three declensions, *dies* being classed with *mensa*. We find little to criticize. "The adjective describes the substantive," is not a definition that would satisfy Mr. Mason. *Infans* (page 24) is loosely described as a period of life. *Si fractus illabatur . . . ferient* (page 69) should not be quoted as a normal conditional sentence.

Atlas of Classical Portraits: (1) Greek Section, (2) Roman Section.

By W. H. D. ROUSE. (Price 1s. 6d. each. Dent.)

We have here a practical aid to that pictorial teaching that the late Mr. Thring advocated in season and out of season. Assuredly a new light will be thrown on the study of the "De Corona" when the happy possessor of the Greek album has conned the features of the rival orators, the Demosthenes of the Vatican and the Æschines of the Naples Museum, and the innocent loveliness of the Marcellus bust will add a new pathos to Vergil's "Heu miserande puer!" The Roman Section is naturally much fuller than the Greek, and in the latter half the portraits are imaginary or uncertain. Against thirty-eight Latin coins and gems we have only two Greek. Each portrait is accompanied by a brief biographical notice, the salient points of the character being enforced by an apt anecdote or pregnant quotation. May we hope that these small volumes, *βαῖα μὲν ἀλλὰ ῥήδα*, are merely *ballons d'essai*, and that Messrs. Dent will be encouraged to give us similar albums to illustrate English history and literature?

Samson Agonistes. Edited by EDMUND K. CHAMBERS. (6½ × 4½ in., pp. 146; price 1s. 6d. Blackie.)

Mr. Chambers has established for himself so high a reputation as an editor of English classics—especially school classics—that it seems hardly necessary to say more than that his edition of "Samson Agonistes" is as good as anything which he has given us—and a great deal better than other editions with which we are acquainted. His introduction, which is carefully written, really prepares the young student for understanding the play to an appreciable extent from the very start—full understanding being, of course, possible only when the play has been read and re-read. The brief life of Milton prefixed is just such as is needed to make clear his references to himself in "Samson Agonistes"—that and no more, as it should be. The notes are scholarly and models of self-restraint; strong without exaggeration, and full without superfluous learnedness. They do not distract attention from the text, but focus the attention more intelligently, and enliven the interest. The glossary is good; but we could well have spared as unnecessary nineteenth-twentieths of the etymologies. There are three appendices: one being the story as given in Judges xiii.-xvi., one on the metre, and one on Milton's English in "Samson Agonistes." The first of these is certainly needed, and the other two are well written. But we somewhat doubt the necessity in a school-book of going so deeply into questions of metre. It is somewhat like putting counterpoint into the hands of a beginner in music.

Goldsmith's The Traveller. Edited by the Rev. A. WOODWARD. (G. Bell.)

Words, words, words! There are difficulties in "The Traveller"—very

few in the language, more in the thought and sentiment—which need pointing out, and in some instances explaining, to the young student, but nine-tenths of Mr. Woodward's notes are on meanings, derivations, and grammar. The annotation is not only old-fashioned, but not good of its kind. We need not go beyond the first ten lines of the poem to justify our stricture. There are two words which furnish a useful lesson in philology, even to the pupil who knows no language but his own—*unfriendly* and *boor*. Neither of them is noticed, while we have, *per contra*, such otiose information as "remote = 'far distant'; heart, i.e., 'affections'; fondly, 'affectionately'; houseless, suffix *-less* = 'without.'" We have, moreover, the imperfect and utterly misleading derivation "realm: O. Fr. *reaume*, *realme* fr. Lat. *regalis*." We are not told that the famous couplet about the Carinthian boor was founded on a personal interest. If (which we doubt) Campania means the Campagna, Goldsmith was guilty of a blunder, that should have been pointed out. The "beautiful metaphor" of the lengthening chain is hardly consistent, and assuredly is not taken from a ship at anchor.

Selections from Browning. Edited by F. RYLAND. (G. Bell & Sons.)

That Browning needs a commentator, that the companions and guides which discourse to us on his mind and art, his philosophic tendencies and theological bearings, often leave us in the lurch as to the plain meaning of his words, the combinations of his sentences, and his allusions—in this complaint we sympathise with Mr. Ryland and are grateful to him for tackling, and in most cases solving, the difficulties which even the adult reader now and again encounters. The poems chosen, though they all belong to the earlier period, are fairly representative; but the selection is not adapted for a class-book. "The Pied Piper" is too easy for a fifth form, "Childe Roland" is too difficult for an ordinary sixth. The least satisfactory notes are those on prosody.

"What, save to waylay with his lies, ensnare"

is a line that perfectly satisfies the ear, but Mr. Ryland boggles over it—"The accent falls, wrongly, of course, on the first syllable of *waylay*, and the preposition *with* has to bear an accent also." What does Mr. Ryland say to the third line of "Paradise Lost"—

"Brought death into the world and all our woe"?

The rhythmical scheme for the "Grammarians' Funeral" is given thus:—

— ∪ | — ∪ | — ∪ | — ∪ | — ∪ |
— ∪ | — ∪ |

Our scheme is—

— ∪ ∪ | — ∪ | — ∪ | — ∪ | — ∪ |
— ∪ ∪ | — ∪

We leave it to our readers which of the two suits better—

"This is our master, famous, calm, and dead.
Borne on our shoulders."

We note two curious misprints in the text: page 114, "What flaws they lurk"—read "may"; and in "Prospect," on the next page, "a piece out of pain," a grotesque blunder, copied, if we mistake not, from Smith & Elder's volume of "Selections."

Chambers's Biographical Dictionary. Edited by DAVID PATRICK and FRANCIS HINDS GROOME. (Price 10s. 6d. Chambers.)

Based, like the Gazetteer, on "Chambers's Encyclopedia," this Dictionary of Biography contains a vast amount of information packed into the smallest possible compass. We calculate roughly that it includes some eleven thousand names, and runs to a million and a quarter words. The editors do not pretend to vie with such monumental works as the "Dictionary of National Biography" or Appleton's "Cyclopedia of American Biography," either of which gives two hundred "Smiths," against Chambers's fifty; but, if we compare their work with two of similar dimensions, though differing widely in scope, it holds, and more than holds, its own. Haydn's "Universal Index of Biography," which averages about four lines to a name, against Chambers's average of fifteen, has only 350 entries under *Ba*, against 310 in Chambers's. Turning at random to the C's in "Celebrities of the Century," we find three distinguished names omitted there: Henry Fynes Clinton, of the "Fasti," Cobet, the Danish philologist, and C. R. Cockerell, the architect and traveller; while the counter omissions in Chambers's are men of distinctly less mark. One praiseworthy feature in the "Dictionary" is the bibliography. The reader who wants further information will know where to turn for it. The appendix on pseudonyms, &c., is all too brief, but excellent as far as it goes. To give a sample from the first page:—"Abide with Me, H. F. Lyte; Adullamites, Lord Sherborne; Amber Witch, Meinhold; Apostle of the Indians, Las Casas; Barbara Frietche, Whittier." Just the sort of information for which we rack our brains and ransack our libraries in vain! The editors ask for a notice of errata. We are sorry we cannot oblige, having only discovered two: "'Morte Darthur,' *Malony*," and for "Duchesse de Maine" read "Duchess du Maine."

"The Warwick Shakespeare."—*The Merchant of Venice.* Edited by H. L. WITHERS. (6½ × 4½ in., pp. xxxiv., 142; price 1s. 6d. Blackie.)

The "Warwick" edition of Shakespeare's plays has already won for

itself recognition as one of the most scholarly and also one of the most suitable series for school work. But it is not perfect; and more than once we have had to point out what seem to us drawbacks from the teacher's point of view. For instance, we have sometimes had to find fault with the introductions for not doing much to really introduce the young scholar to the play, and for containing much learned material which should either be put into an appendix or be left out altogether. Mr. Withers has set himself to amend this, and has given us in consequence one of the best small editions of "The Merchant" that we have seen. To begin with, the greater part of his introduction does really introduce the play; and all of it will be found useful if studied *when and how* he directs. The short section on the date of the play, however, is not wanted at all; or, if wanted, would better have been packed away somewhere at the end of the notes. Of course, in the case of this play, it would be more than usually difficult for an editor not to feel the necessity of giving young learners some preparatory help. The social atmosphere, Shylock and his relation to his fellows, and the relations of his fellows and of the State to him, Antonio's gross discourtesy, money-lending—all these and some other things are beyond the immediate comprehension of the young reader of to-day, simple as they were to an Elizabethan audience. Mr. Withers prepares us for them by his remarks under the head of "the persons of the play," and does his work admirably. He does not attempt any detailed criticism of the characters—that, he rightly holds, must be largely done in the first place by the learner for himself, with a later addition of outside help; but he gives just what is wanted to make each character and the situation intelligible when we meet them. And what is not given in the introduction is given in the excellent notes, throughout which our attention is kept fixed on the play, its plot, and the persons who are concerned in it. The glossary is good and useful, but is quite needlessly decorated with etymologies, of which, however, Mr. Withers is more sparing than most editors. As to whether a school edition needs a section on "metre and rhythm" we are very doubtful; but certainly what we are given is very good of its kind. As to text, all we will say here is that, on the whole, we accept the readings adopted. We heartily recommend this edition to all schools which are studying the play.

Short French Examination Papers in Grammar and Idiomatic Sentences. Key to above by H. R. LADRELL. (Relfe Brothers.)

We noticed at the time of its appearance this very useful collection of test papers, and need only here add that the Key is full and accurate, save for some obvious misprints and one or two slips that we have noticed. Page 67, "*la livre*, the book"; page 71, "*êtres*, the arrangement of a house," should be added. Page 89, "*S'il fera beau cette après-midi*" contradicts a rule correctly given on another page. Page 105, "*Le crime entraîne après soi le remords*" is hardly modern French.

A History of France from the Earliest Times to the Fall of the Second Empire in 1870. By W. H. JERVIS, M.A. A New Edition, by ARTHUR HASSALL, M.A., Censor of Christ Church, Oxford; with a Chapter on *Ancient Gaul*, by F. HAVERFIELD, M.A., Student of Christ Church, Oxford. (John Murray.)

As it first appeared, this book, "The Student's France," was, we think, the best history of France for use in the higher forms of schools, nor has it been superseded, for Dr. Kitchin's work is written for older readers, and need not be compared with it. We are therefore pleased to note this new edition, which has been carefully and extensively revised by Mr. Hassall. The old arrangement of a narrative text divided into numbered sections, with notes and illustrations at the end of most of the chapters, has been retained; some corrections and judicious amplifications have been made, and Mr. Hassall has brought the work down to the organization of the Third Republic. His concluding chapter would, perhaps, have been better suited to the purpose of the book if it had been written on broader lines. It is scarcely possible to adequately represent all sides of the history of such a nation as the French in a single volume of moderate size, and the defect in "The Student's France" lies in its general disregard of French literature. A curious slip appears in the chapter on Ancient Gaul; Ligusé, where St. Martin founded his first monastery in Gaul, is described as near Toulouse; it is, of course, close to Poitiers; but the chapter as a whole is excellent. The illustrations, some of them new and others old friends, are well chosen, and three coloured maps have been added.

New Object Lessons. By F. W. HACKWOOD, F.R.H.S. (Pearson.)

This book contains an advertisement as its frontispiece, and another of the same article at the end of the preface. The illustrations are chiefly in white lines upon black—possibly the substance advertised—but they are absolutely full of unnecessary lines, and so could not be reproduced by the teacher on the blackboard. The matter to be taught—the book is for teachers—and the methods to be pursued, are rich in curious facts and suggestions. "Shyer" is an awkward comparative; a place appears under the head of apparatus. "The best laid schemes of mice and men" illustrate the ingenuity of the creature. Quadrupeds are four-footed, not four-legged. A cat's eyes open in the dark to admit all available light. We are to give a "verbal picture" of its "blazing eyeballs," and later we must "Add description of intensity of a lion's tongue." Elsewhere we are told to "reason this out." A centaur is to be

sketched in the lesson on the horse, and Scriptural allusions are frequent. "Then (also) snakes can fascinate, which is an undecided point, notwithstanding Byron's words." These are a few examples from a book which seems to be more of a private adventure hurriedly put together, than a well-planned response to a real demand. Mr. Pearson is more successful in his school-treats than in his school-books, if this is a fair specimen.

The Yersin Phono-rhythmic Method of French Pronunciation, Accent, and Diction. (Lippincott.)

Doubtless it is unintentional, but the superiority of the living teacher to the book could not have been more forcibly illustrated than by the contrast between the frontispiece, a charming photograph of the sister authors, and the gutta-percha face with lips contorted into the positions necessary to produce the various vowel sounds. The book addresses itself more particularly to singers, and abounds in useful hints and wrinkles. It makes no pretence to scientific terminology. Thus: "*e muet* is the sound that we find in the English word *her*. . . . It would seem that it is to other sounds what the colour of water is to other colours. It is a grave sound, which seems to come from the bottom of the chest." We wonder what the result would be of instructing a class to produce a colourless watery sound from the bottom of their chests.

"Soames's Phonetic Method for Learning to Read."—*The Teacher's Manual: Part I., The Sounds of English; Part II., The Teacher's Method.* Edited by Professor W. VIETOR. (Sonnen-schein.)

What time Miss Laura Soames could spare from a life of active philanthropy she devoted to the study of phonetics; but even in this, which might be called her own hobby, her aim was not so much the amassing as the spreading of knowledge. She grieved over the time wasted by English children in learning to read, and bent all her efforts to smooth and shorten the road. She died with her work but half accomplished, and committed the task of finishing it to her old friend and teacher, Professor Vietor, who, in spite of his multifarious engagements, accepted the legacy, and has religiously carried out the testatrix's wishes. We know of no clearer introduction to elementary phonetics than Part I.; and Part II., with its copious lists of words liable to be mispronounced, will be of much service to the teacher, even though he may not adopt the phonetic method.

Object-Teaching for the Standards (Standards I.—III.). By W. TAYLOR. (7¼ × 4¾ in., pp. xxvi., 299, illustrated; price 3s. National Society.)

Mr. Taylor is normal master at the Battersea Training College. He does not, therefore, write as an amateur or a beginner, but as an expert. His twenty pages of introduction give as good and sound advice as any treatise of the size we have met with. For this introduction alone, if for nothing else, the book is worth possessing. Naturally and rightly, Mr. Taylor draws much on the famous circular of June, 1895, on object-teaching; but he does not do so as a mere copyist. He knows the best things in it; and he knows the things not quite so good which require modification or further explanation; and he has much of his own to add. The sketches of lessons which follow are not quite so satisfactory, inasmuch as they do not always adhere to Mr. Taylor's own excellent principles. Far too many objects, for instance, are such as cannot be brought into the classroom, and the teacher will have to trust to the pupils' memories and to pictures. We are far from saying that this should never be so; but such topics should be sparingly treated. Birds receive but very little attention, and such familiar ones as the sparrow and the cock and hen are not specially dealt with. On the other hand, the lessons are grouped in courses, and the contents of each course are made as interconnected as will commonly be possible—a very good point. Each standard is given three courses—animal life, plant life, and the properties of bodies. But the animals are not sufficiently dealt with as *living* things; and we have not come across any reference to the observation of plants actually living and growing in the class-room—a very interesting and valuable part of plant study. Otherwise the materials of the lessons seem to us carefully chosen and well arranged; and, as a rule, the sketches for the blackboard are good, though some are, perhaps, a little too elaborate, and would take too much time. This, however, is not often the case, and some of the instances we have noticed may be intended to be given as ready-made pictures. The more uniformly successful sketches of lessons seem to us to be those on the properties of common bodies. It would, we think, be helpful to young teachers to have the stages of the lessons more clearly marked—(a) the preparing of the pupils' minds for the new material and for the observation of it, (b) the presenting of the new material and the observation of it, (c) the working up together of the new and old knowledge, and (d) deductions from this or the application of results.

Doctor and Patient: Hints to Both. By ROBERT GURSSUY, of Vienna. Translated by A. S. LEVEYUS.

This little book we can safely recommend to the perusal of all the younger members of the profession who are starting practice. The motto at the commencement: "Only a good man can be a good doctor," is particularly apt. The lesson Dr. Gursuy sets himself to teach is that

the duties of the patient and the doctor are reciprocal. The young doctor, fresh from the schools, on entering practice will find here many useful suggestions which will guide him in the management of his patients. A little tact, a good deal of common sense, and a knowledge of physiology are far more useful for the building up of a practice than a large stock of prescriptions.

Who's Who, 1898. Edited by DOUGLAS SLADEN.
(A. & C. Black.)

The second year of the new issue adds a thousand new biographies to this invaluable book of reference. In the scholastic world we still note some strange omissions. Mrs. Bryant, D.Sc., a member of the Royal Commission on Secondary Education; Dr. R. Wormell, another member; Mr. M. E. Sadler, head of the Intelligence Department, Whitehall; Dr. W. Garnett, Organizing Secretary of the Technical Committee of the London County Council; Mr. E. Buxton, sometime Chairman of the London School Board; Mrs. William Grey; Mr. E. F. Bowen, author of "Harrow Songs"; Mr. Bosworth Smith, the biographer of Lord Lawrence; Mr. Evelyn Abbott, the joint biographer of Jowett. The heading "Recreations" adds a zest to the catalogue of works and deeds. Thus Professor Meiklejohn writes: "Golf every morning, whist every evening, conversation when one can get it." The Master of Trinity's recreations are the ascension of Monte Rosa, Parnassus, and Sinai.

The Royal Portfolio of Pictures and Diagrams: Plant Life. First Series, price 15s. Second Series, price 17s. 6d. Third Series, price 17s. 6d. (T. Nelson.)

This series of botanical diagrams has been specially designed to illustrate the course of object-lessons recommended by the Education Department. Each series contains seven sheets arranged on one roller, so that each sheet can be exposed in turn. For instance, the Second Series includes (1) Parts of a Flower; (2) Irregular Flowers; (3) Fertilization; (4) Dispersion of Seeds; (5) Simple Leaves; (6) Compound Leaves; (7) Leaf Details. The drawings are clear, simple, and accurate, and the colouring, though slightly exaggerated, is vivid, and not inharmonious. The specimens chosen are mostly those of common plants, such as country children may find in their walks, or growing in their gardens. When we state that they will prove an invaluable help to teachers, we are speaking from personal experience. Of course, the best way of all is to provide specimens of the flowers discussed in the lesson; but in most cases this is a practical impossibility, and then we can conceive nothing better than simple, accurate, and artistic diagrams like these.

An Arithmetic for Schools. By S. L. LONEY, M.A. (Macmillan.)

We cannot say that we are very favourably impressed by this book. It has no marked novelty of plan to recommend it. The text is generally clear, especially in the chapter on Stocks, but the arrangement of the type examples is sometimes most unfortunate. In places the style requires revision, as in the following sentence (page 148) on dividing 36.638 by 7:—"7 into 36 goes 5 and 1 over; 1 is 10 tenths and 6 tenths is 16 tenths; 7 into 16 tenths goes 2 tenths and 2 tenths over; 2 tenths is 20 hundredths and 3 hundredths are 23 hundredths," &c. There are a few slight inaccuracies in the text. For instance, on page 120, in treating of compound fractions, the word "of" is said to have the same meaning as "multiplied by." But, though the distinction is an arbitrary one, such an expression as $\frac{1}{2} \div \frac{3}{4} \times \frac{5}{6}$ is generally admitted to be different from $\frac{1}{2} \div \frac{3}{4} \times \frac{5}{6}$. On page 160, the sum of recurring decimals is said to be "necessarily a never-ending decimal," though the sum of .6 and .3 is a whole number. Some portions of the bookwork seem to us to admit of improvement: for instance, the section on the addition of recurring decimals, the decimalization of money, and present value at compound interest. In the latter case no hint is given with regard to the number of decimal places that must be retained in finding the amount of £100. The type examples are, however, the most unsatisfactory feature of the book. Few of those in the chapter on vulgar fractions are free from some objection. But it is strange, indeed, to find work like the following in a modern book on arithmetic:—

"We have required number of shillings = 1 fowl
 $\frac{1}{2}$ of a fowl = $\frac{1}{2}$ of a duck
 5 ducks = 2 geese
 $\frac{3}{4}$ of a goose = $\frac{3}{4}$ of a turkey
 1 turkey = 22 shillings," &c.
 and

Elementary Plane Trigonometry. By H. B. GOODWIN, M.A.
(Longmans.)

This volume is in part a reprint of a portion of the author's larger work on "Plane and Spherical Trigonometry," but it is also in part rewritten in order to serve as a text-book for the entrance examination for naval cadets. Special attention is therefore given to the practical part of the subject, and, for those who have no other object in view, we can thoroughly recommend the work on account of its complete and lucid handling of difficulties, and its omission of unnecessary theoretical details. For instance, the identities $\sin(180^\circ - A) = \sin A$, $\sin(A + B) = \sin A \cos B + \cos A \sin B$, &c., are only proved for the cases in which A and B are acute angles. The centesimal method of measuring

angles, we are glad to notice, is not even mentioned. In a future edition, we should like to see longer sets of examples on the expression of the sum or difference of two sines or cosines as products, and *vice versa* (pages 50, 51), and a fuller statement of the principal values of inverse functions. It is stated (page 64) that "the value of the angle indicated by $\cos^{-1} \frac{3}{4}$ is its least positive value." Would the author give a similar definition for $\sin^{-1}(-\frac{3}{4})$ or $\tan^{-1}(-1)$? From a long experience in practical work, we believe that it is simpler to subtract the 10 in copying the tabular logarithms of trigonometrical ratios. The book is printed in good type on a larger page than usual. The logarithms required are given in the form adopted in Inman's Tables, which are in general use in the Royal Navy.

CORRESPONDENCE.

EDUCATION AND CRIME.

To the Editor of The Journal of Education.

SIR,—The Howard Association is much mistaken if it supposes that education is inefficacious in repressing crime. It is, I have no doubt, much better to teach juvenile offenders than to whip them. As regards whipping, my advice would be: "Hit one of your own size." Beating children when you do not beat adults for the same offence is cowardly.

The last volume of criminal statistics is for the year 1896. I shall commence with female criminals, because whipping is there inadmissible under the existing law. What do I find as to their education? 41,419 women were convicted of some offence (mostly trifling) during the year, and committed to prison. Of these only 307 could read and write well, and 2 were of superior education! But of the 307 who could read and write well 205 were at Liverpool. This suggests that the Liverpool authorities were rather lenient in their marks for reading and writing. In the rest of England, out of 33,000 female prisoners, only 100 could read and write well. Can the birch show such a record as this?

Of 107,000 male prisoners convicted within the same period, 2,800 could read and write well, and 52 were of superior education. Nearly 1,600 of the former were at Pentonville, Wandsworth, or Wormwood Scrubbs. More than one-fourth of the female convicts were wholly illiterate. The largest section, however, especially with males, is: "Read, or read and write, imperfectly."

No girl under the age of eleven years was admitted to a reformatory during 1896, and only three under the age of twelve. Yet out of 149 girls admitted only 27 could read and write well, while 32 were wholly illiterate. None had received superior instruction. The boys who could read and write well slightly outnumbered the illiterates, but they were little more than one-seventh of the entire number.

Comparing, however, the total number of the convicts with the number sent to reformatories, one thing will strike most of your readers—*viz., literacy is much more common among juvenile than among adult offenders*. The inference from this fact seems to be obvious. Educated people learn, when they reach maturity, that honesty is the best policy, and they proceed to earn their bread accordingly. It is the illiterate, or nearly illiterate, who become habitual criminals.

This fact suggests an inquiry as to whether children are not often dragged before the magistrates, convicted, and punished for freaks which would in any event be abandoned when they attained maturity. Their reputation may be injured for life by these ill-advised proceedings. Granting, for the sake of argument, that whipping is the best mode of dealing with them, is there no difference between a whipping administered in private by a parent or teacher (who has many reasons for not striking too hard) and one inflicted by a stalwart policeman under the order of a magistrate on a conviction for a crime pronounced in open court and recorded in the newspapers? If the headmaster of a boarding-school detected one of the boys in some petty theft, what would be thought of his writing to the newspapers to state that the theft had been clearly proved, and he had accordingly had the culprit flogged by a policeman, who was only restricted as regards the instrument and the number of strokes, and that he allowed the boy's father to look on if he thought fit, but not to interfere?

Boys are liable to be whipped. Girls are not. But I do not find juvenile crime more prevalent among girls than boys. On the contrary, the boys admitted to reformatories outnumbered the girls in the proportion of six to one, while for male and female convicts generally the proportion is under three to one.

Education is evidently a much more efficacious remedy than whipping, whatever the Howard Association may assert to the contrary, and I have no doubt that, if Howard were living, he would prefer the book to the rod.—Truly yours,

SENIOR MODERATOR.

THE NEW "DOCTORAT" IN THE UNIVERSITY OF PARIS.

To the Editor of The Journal of Education.

SIR,—Some of your readers will not appreciate so highly as M. Berthon the boon of a new examination announced from the University of Paris, "framed with due regard to the needs of foreign students." When English scholars go abroad, their aim, as a rule, is not to secure a foreign title, but to find out the best professors in their own field of work, and to study under them. No doubt it is often useful to pass a foreign examination as an evidence that this study has been performed with success (especially when, as happened in my own case, our own Universities gave scanty recognition to the pursuits which I followed). But Germany is crowded with foreign students, *not* because they can secure titles, but because of the opportunities for research. Now, unless I have misunderstood M. Berthon, this new scheme is merely a device, such as those with which we are unhappily so familiar at home, for extracting fees and conferring certificates. No further opportunities are offered for study, and the paragraph put into italics by M. Berthon hints that the candidates may spend a *very* short time in Paris, if they can get leave from the Faculty. How, then, can this scheme be represented as a "fitting crown to an English University career"? This new "Doctorat" is to be on a par with a German "Ph.D.," and this last is about on a par with a First or good Second Class at Oxford or Cambridge. The course of study is, indeed, wholly different, and I personally prefer the German plan; but it is erroneous to give the impression that, because the German student gets the title of "Doctor," and the Englishman is only called B.A. or M.A., the foreign title represents something of greatly superior merit. If Oxford were to decree that all the best Honours men should be dubbed "Doctor," and add clauses permitting foreign scholars to skip Smalls and Mods. before entering their names, they would be doing pretty much what the University of Paris is doing. All the best tendencies of our time are in the direction of increasing opportunities for teaching and learning; those institutions which mainly interest themselves in the competition for titles and certificates are a survival of an earlier age. No doubt proper attention should be paid to these tokens of value, especially in taking precautions against depreciation, but, if we are to be tempted to Paris by the offer of a new decoration, we must protest.—I am, yours truly,

J. J. FINDLAY.

A ROMAN CATHOLIC UNIVERSITY FOR IRELAND.

To the Editor of The Journal of Education.

SIR,—I fear that your correspondent "Free Churchman" has not informed himself about the history of the grants formerly made to Presbyterians in Ireland. Apart from the *regium donum* an annual sum was voted by the House of Commons to the Belfast Academical Institution—first in 1814-16, and then continuously from 1828 onwards. At first it was £1,500, but was subsequently increased, although it frequently varied slightly in amount. It was not withdrawn in 1849; on the contrary, in 1850 it was raised to £4,100. In 1859 the institution was merged in the General Assembly's College at Belfast, and Government continued a grant of about the same amount as retiring allowances to the theology professors. (Hansard, Third Series, Vol. CLV., page 428.)

In 1869 the grant was £2,050, and the Irish Church Act of that year provided that compensation for its loss should consist of a capital sum of fourteen times that amount. In point of fact, a sum of £28,975 seems to have been paid to the college and non-subscribing associations of Presbyterians

in addition to £15,000 paid for the college buildings. Thus the Presbyterians of Ireland received £43,975, being 9 per cent. of the population in 1871, while the Catholics, who were 78 per cent., received £369,040 for Maynooth—*i.e.*, the Presbyterians seemed to have received £1,400 more than their proportionate share. My figures are taken from the Appropriation Acts and the Reports of the Church Temporalities Commissioners. Perhaps I may add that I am neither a Catholic nor a Presbyterian.

The question of a Catholic University is one between education, by which the intellect is trained, and faith, which is above intellect. As for inducing the Irish Catholics to receive education from any institution not belonging distinctively to themselves, I can only apply to that body the label given by *Punch* to the late Chief Secretary in the picture of "The Balph": "It is very clever . . . and it simply won't."—I remain, &c.,

GRAHAM BALFOUR.

Oxford, May 4.

A WAIL FROM PORTSMOUTH.

To the Editor of The Journal of Education.

SIR,—You quote, with disapproval, the criticisms that have appeared in *Education* upon the action of the Technical Education Committees of County Councils. "The local authorities, it is suggested, either fail to recognize their task or shrink from the magnitude of it. They are 'regardless of professional advice and heedless of great questions involved.' Money is 'doled' here and 'lavished' there, as if no application of principles were possible." These charges you consider untrue; but it seems to me that the above passage very fairly describes the action of our authorities here in Portsmouth. They seem to have no power either of mastering facts or of formulating a policy, they pay no attention to advice, and they learn nothing from example.

A year or two ago they granted the Grammar School a loan of £40 for apparatus, after much reluctance, on the ground that the school was a rich institution used only by the wealthier members of the community. So far from this being the case, the school has practically no endowment and is deeply in debt; the parents of the boys are not, as a rule, rich, and the governors have made most liberal arrangements to encourage boys from the elementary schools. But the Committee made no attempt to discover the real needs of the school or to determine what part it should play in the educational system of the borough. When another opportunity arose last year, the Committee voted another £40, in the most casual way, almost without discussion, and quite in the "sop to Cerberus" style. Shortly after this, the Committee made application to be recognized under Clause VII., and this led to a Conference on Secondary Education, which has been sitting for nearly five months, but the Grammar School was not invited to the Conference, and has not been asked to give evidence before it. Dr. Dufton, the South Kensington Inspector, in his opening address, mentioned the needs of the school in the way of new buildings and otherwise, and all the local papers have made remarks on the subject; but the Committee ignores, not only professional advice, but public opinion as well.

In their dealings with the School Board, they have been equally perverse. For some years they have subsidized the Higher Grade School to the extent of £200; at the same time they have instituted science classes in opposition to those carried on by the Board, and have drawn away some two hundred students. They now propose that the School Board shall carry on the Higher Grade School as a school of science in the "Elementary" stages only; for the "Advanced" stages the pupils are to attend the Technical Institute. They also suggest that the Board shall surrender all their science classes except those intended for pupil-teachers, and shall even hand over these pupil-teachers for instruction in art, hygiene, and physiography. Apart from "Departmental" difficulties, these suggestions are bad, because the Board has in its Higher Grade School a large modern and well-equipped building, while the Technical Institute is small and unsatisfactory. But the Technical Committee are afraid that, if they utilize the Higher Grade School, they will be unable to make out a case for a sumptuous new Institute, on which they are anxious to "lavish" money with the object of embellishing the town. They will, indeed, have to build rooms before long to accommodate the art and technology classes; but that is no reason for their running into wasteful expenditure for the mere purpose of architectural display. It is hardly necessary to add that this Technical Committee is purely and simply a Committee of the Town Council; there are no co-opted members.

It behoves us, no doubt, to be patient with a public body that has a new and difficult task to perform; but that does not alter the fact that our Committee is lamentably backward in realizing the nature of its duties, and shows very little wisdom in performing them. It is encouraging to learn from your columns that matters are better managed elsewhere. I only wish that some means could be devised to "spread the light."—Yours truly,

WISTFUL.

May 2.

ELEMENTARY SCHOOL TEACHING AS A PROFESSION
FOR GENTLEWOMEN.*To the Editor of The Journal of Education.*

DEAR SIR,—Will you allow me to say, by way of supplement to Mrs. E. M. Field's timely article on the above subject in your May number, that the Council of Whitelands College, Chelsea, have obtained permission from the Education Department to open a hostel for the special training of gentlewomen desiring to qualify themselves for certificates to teach in elementary schools and obtain grants? The Bishop of London is Visitor, and the Rev. Professor Bevan, of Holy Trinity, Chelsea, is Honorary Secretary to the hostel.

The College already trains 164 students, viz., 144 resident and 20 day students; but it cannot supply the number of applications made to it for trained teachers. Mrs. Field does not exaggerate either the need for more teachers with wider culture, the important fact of high salaries to competent teachers, or the chances of good colonial appointments. Information as to the College, the proposed hostel, or both, will be gladly sent to those forwarding a stamped and addressed envelope to the Secretary, Miss Alice Denning, at the College.—Thanking you beforehand, I am, faithfully yours,

Whitelands College, Chelsea,

JNO. P. FAUNTHORPE,

May 9, 1898.

Principal.

A CENSORSHIP OF SCHOOL BOOKS.

To the Editor of The Journal of Education.

DEAR SIR,—It seems to me it would be a great boon to both teachers and taught, if only thoroughly reliable school text-books were in circulation, and only thoroughly reliable school text-books were advertised. Would it be possible for the *Journal of Education* (1) to refuse insertion of any advertisement of a book which contains errors, after due notice of corrigenda had been given, (2) to insert notices of books (a) which require correction, (b) which the publishers are about to revise? I shall be glad to hear that there is no objection to these proposals.

A friend of mine has helped me to draft the following suggestions:—(1) That associations of those who are interested in education should systematically investigate questions of faulty school-books, and focus experiences with them; (2) that sub-committees should draw up a list of class and reference books which are, in their judgment, among the best; (3) that the various associations should communicate with the publishers of unsatisfactory or notoriously unrevised books on the representation of their members; (4) that publishers be invited to send all successive revisions and reprints to the librarian and editors of school papers, with a statement of the improvements effected since the last issue. I shall further be glad to hear you have no objection to these.

Secondary, unlike primary, teachers find combination and co-operation difficult; headmasters of large fail to appreciate the difficulties of those of small schools. Assistants do not understand the troubles of heads; private schoolmasters may envy their endowed brethren. But in the improvement of school-books teachers of all grades and of both sexes, whether they be primary or secondary, can combine and co-operate; whereas, as individuals, they may be powerless—I am, dear Sir, yours truly,

THOMAS ALLEN.

Woodbury, Quest Hills, Malvern Link.

May 20, 1898.

[Mr. Allen's first set of proposals we must answer with a simple *non possumus*. His other suggestions are worth considering by the College of Preceptors and the Teachers' Guild.—ED.]

KINDERGARTEN WORK IN SUNDAY SCHOOLS.

To the Editor of The Journal of Education.

SIR,—Will you allow me space in your columns to bring before the notice of your readers an experiment which is being made in Sunday-school teaching? All who know anything of Sunday-school work will agree that in many cases the methods employed fall far short of those to which the children are accustomed in our day schools. The quality of the teaching and the lack of discipline may tend to bring religion into contempt and to foster a spirit of irreverence.

It has been suggested that the American system of kindergarten Sunday schools might, with advantage, be adopted in England, and an attempt is being made to carry out the suggestion at the Browning Settlement, Walworth. The children eagerly press in and show, even after four months' teaching, appreciation and improvement sufficient to justify a further development. But teachers are wanted: and teachers who, by experience and training, or both, can apply principles with power and elasticity. A few such teachers, willing to undertake the work, are greatly needed, as at present only two classes can be formed. Would any of your readers give up an hour and a-half (11 till 12.30) for the sake of the children of Walworth? If any one who is willing to help regularly—or, if that is impossible, occasionally—will write to the first of the undersigned at Robert Browning Settlement, York Street, Walworth Road, further particulars will be given with pleasure.—Yours faithfully,

FRANCES NODDES,

F. HERBERT STEAD (Warden).

HOURS IN GIRLS' SCHOOLS.

To the Editor of The Journal of Education.

SIR,—Your journal forms such an excellent medium for the ventilation of scholastic difficulties that perhaps you will admit a few more lines on the above subject. Mrs. Miall asks if her case is exceptional in meeting with so many girls breaking down under the strain of long morning hours. May I question whether the studies that come later in the day may not have had something to do with such a sad result of education? Health must be the first consideration, and we as teachers incur grave responsibilities if anything is allowed to interfere with that. But I believe the majority of parents and pupils will agree that the pressure is felt in "evening" writing and preparation—not in the "morning's" work.

With the many branches necessary in these days for a finished education, there would be great difficulty in arranging a "time-table" for less than four hours, while we have carried it out for fifteen years without any "break-down." By placing all the heavy studies in the early part, and the lighter—such as drawing, needlework, &c.—at the close, giving a quarter of an hour's recreation during the mornings, and changing the classes into different rooms each hour—sometimes at three-quarters of an hour—there appears no exhaustion of mental or physical power up to the close.

If the weightier matter of mental effort and lengthened exercises of an evening could be lessened, I can but think that the average English girl could study up to one o'clock without injury, it being taken into consideration that there is not monotony, as with so many occupations of men and women, but the freshness of turning from one branch to another.

Our experiences in life differ, so comparisons are often interesting and advantageous. If any of your correspondents can solve the problem of evening study, it will be a help to

A PRIVATE-SCHOOL TEACHER

ON PUBLIC-SCHOOL LINES.

DUAL SCHOOLS IN WALES.

To the Editor of The Journal of Education.

SIR,—In your last issue you state that at the recent Conference of the Teachers' Guild in Aberystwyth "dual schools very naturally came in for discussion," and that "only one speaker raised any objection" to them. This latter statement may have been true of the ordinary meetings arranged by the Guild itself, but will you allow me to point out that the subject of dual schools did not once "come in for discussion" at any of these meetings. Two or three speakers may have made passing allusions to them, but the question was so completely beyond the scope of the subjects under debate that it very naturally failed to become a matter of discussion.

Nevertheless, at the close of one of the afternoon sittings, a special meeting was held at the Alexandra Hall, when a succession of speakers raised very powerful objections to the system as it is at present at work in Wales. The speakers included not only many who had themselves worked under the system, and whose judgment was based upon personal experience, but also other leading educationalists—foremost among the number being Miss Hughes, of Cambridge.

I do not propose to enter upon the question itself; all I would do is to ask you to insert my letter in your next issue, so that no one may erroneously imagine that the general opinion in Wales is that the system of dual schools has been found to work well.—Yours faithfully,

Pontypool County Girls' School.

ANNIE M. DOBELL.

May 25, 1898.

WE have been requested to state that the writer of a letter in our last issue, signed "F. Kettle, Clapham High School," is the Headmaster of the Boys' High School, which has no connexion with the "Clapham High School" (for girls).

THE SCHOOL PIANO.

It is a gratifying fact that the demand for instruments for school use is steadily increasing. In spite of the growls of economists, and the jeers of philistines, the cause of musical education has so far progressed during these later years, that the school piano, once held to be a luxury only to be enjoyed by the more opulent class of schools, is now considered a necessity in all educational establishments worthy of the name, of whatever grade. This increasing demand has had its usual effect in stimulating the supply, while competition has been equally busy in reducing prices. When it was impossible to obtain an attractive and reliable instrument under £30 or £40 it was not difficult for managers to find insuperable objections to a teacher's request for one. But now, when the difficulty can be surmounted for half the sum, managerial

objections should be less easy to find, and it is only necessary, we should think, for the teacher to prefer his request with befitting urgency at the opportune moment for it to be granted, in the majority of cases, without demur. But where, asks the reader, are these "attractive and reliable" instruments to be had at such low figures? To which query we are very pleased to be able to give an unhesitating reply.

At the request of the editor of this *Journal*, the writer has, in his private capacity, taken occasion to inspect the pianofortes of the Educational Musical Instrument Company, and enquired into the Company's mode of doing business. And it may be confidently affirmed that for quality of tone, delicacy of touch, and general excellence of manufacture throughout, there are no better instruments to be had at anything near the prices at which these pianos are being offered. These range from 14 guineas to £24, the difference representing a higher or lower degree of finish in the workmanship or in the design of the cases; but as to tone, touch, and outward appearance, all are remarkably good. The Company does not manufacture, nor is it the agent for any particular maker. It is composed mainly of teachers, and its object appears to be to select, in the interest of fellow-teachers, the best value that the trade supplies within the limit of the above-named sale prices, and to offer the same at a small profit, relying on a quick demand for their ultimate recoupment. Nothing could be fairer, and any teacher, school manager, or other person wanting a piano, will do well to place his order in the hands of this firm. Instruments are sent out on approval, carriage paid both ways if not found suitable, and a ten years' warranty is given with each.

And when the instrument is acquired, may we suggest the importance of taking proper precautions for its due preservation? The pianoforte is an instrument of very delicate parts, which are liable to deterioration through dust and damp. One of the best preservatives is a green baize cover, which should extend all over the sides, front, and top, and about a foot down the back. This should always be put on when the instrument is not in use. The piano should be placed near, but not close to, an inner wall, and far enough removed from stove or fireplace to remain unaffected by the heat. A most important point to urge is the necessity of having it regularly tuned and kept up to concert pitch. For lack of these simple precautions many good school-room instruments have been rendered valueless. And not even the Company's warranty could be held good, we should think, against the failure to observe such ordinary care as that we suggest.

This Company also supplies American organs and harmoniums at correspondingly low rates; but these we did not sample. Our main object was to test the *bona fides* of the Company, and of this we are assured. It is also prepared to supply the higher-priced instruments of all manufacturers at the same low rate of profit as its own specialities.

PRIZE COMPETITIONS.

The Translation Prize for May is awarded to "Arbor Vale."

The Extra Prize for May is awarded to "Eicarg."

The winner of the Translation Prize for March is Henry J. J. Watson, Esq., 15 London Road, Tonbridge.

Les forêts des Gaules ont passé à leur tour dans les temples de nos pères, et nos bois de chênes ont ainsi maintenu leur origine sacrée. Ces voûtes ciselées en feuillages, ces jambages, qui appuient les murs et finissent brusquement comme des troncs brisés, la fraîcheur des voûtes, les ténèbres du sanctuaire, les ailes obscures, les passages secrets, les portes abaissées, tout retrace les labyrinthes des bois dans l'église gothique; tout en fait sentir la religieuse horreur, les mystères et la divinité. Les deux tours hautes plantées à l'entrée de l'édifice surmontent les ormes et les ifs du cimetière, et font un effet pittoresque sur l'azur du ciel. Tantôt le jour naissant illumine leurs têtes jumelles, tantôt elles paraissent couronnées d'un chapiteau de nuages, ou grossies dans une atmosphère vaporeuse. Les oiseaux eux-mêmes semblent s'y méprendre et les adopter pour les arbres de leurs forêts: des corneilles voltigent autour de leurs faîtes et se perchent sur leurs galeries. Mais tout à coup des rumeurs confuses s'échappent de la cime de ces tours et en chassent les oiseaux effrayés. L'architecte chrétien, non content de bâtir des forêts, a voulu, pour ainsi dire, en imiter les murmures, et, au moyen de l'orgue et du bronze suspendu, il a attaché au temple gothique jusqu'au bruit des vents et des tonnerres, qui roule dans la profondeur des bois. Les siècles, évoqués par ces sons religieux, font sortir leurs antiques voix du sein des pierres, et soupirent dans la vaste basilique: le sanctuaire mugit comme l'antre de l'ancienne Sibylle; et, tandis que l'airain se balance avec fracas sur votre tête, les souterrains voûtés de la mort se taisent profondément sous vos pieds.

By "ARBOR VALE."

The forests of Gaul have in their turn passed into the temples of our ancestors, and our oak-woods have thus upheld their sacred origin.

The vaulted ceilings of carved foliage, the buttresses which support the walls and end abruptly like felled tree-trunks, the cool arcades, the gloom of shrines, the dim aisles, the secret passages, the low doorways—in every part of the Gothic cathedral the mazes of the forest can be traced, and over all broods the feeling of religious awe, of mystery, and the presence of God. The two tall towers at the entrance of the building overtop the elms and yews of the graveyard and rear themselves against the blue of the sky with picturesque effect. Now it is the dawn that lightens their twin heads, and now they are crowned with a capital of clouds, or they loom large in the misty air. The very birds seem to mistake and to regard them as forest trees. The jackdaws wheel round their summits and perch on their balconies. But suddenly a confused murmur will burst from their heights and the birds fly, startled, away. The Christian architect, not content with building a forest, has sought, as it were, to imitate its sounds, and, by means of organ and the swinging brass of bells, he has added to the Gothic temple the noise of the winds and storms that re-echo in the depths of the woods. The past centuries, evoked by this sacred music, make their long-silent voices heard from out the stones, and sigh through the vast cathedral. The sanctuary thunders like the cave of the antique Sibyl, and, while the brazen bells swing, crashing, overhead, the crypts of death keep silence beneath our feet.

To translate Chateaubriand, Ruskin's style might serve as a model; but no one rose to such a level, and those who nearest approached it put themselves out of the running by some positive blunder. *Temple* is a church, used specially of a Protestant church. "The temples of our ancestors" may pass, but "the Gothic temple" hardly. *Jambages*—"Jambes" is both incorrect and ugly; "piers," or "pilasters," is nearer than "buttresses." *La fraîcheur des voûtes*, not "the coolness of the vaults" (which suggests a wine cellar), but "the airiness of the vaulted roof." *Un chapiteau* is not a wreath or chaplet. *Corneilles* is not rooks or crows (Did rooks ever haunt a church steeple?), but jackdaws—*corneilles des clochers* or *corneilles d'église*. For "building a forest," I prefer "erecting a forest in stone." *Du bronze suspendu*—"metal poised in air"; "bells" is a prosaic paraphrase. "From the bosom (heart) of the stones" is frigid; "from out the stones," of the prize version, is quite sufficient. But for "sacred music," I would substitute "solemn sounds." "Make an effect," was a common Gallicism. The lady who began "The forests of poles" did not observe the capital letter. "Assume a dignified appearance, in consequence of the vaporous condition of the atmosphere" is not a style to be commended.

We classify the 255 versions received as follows:—

First Class.—Pechvogel, Bobus, Kotick, E.H.O., Arbor Vale, Sirach, M.T.T., Tenax, Tunbridge, χρυσέων χάλκεια, R.F.F., Seabury, Borealis, Peashooter, Nectarine, Miranda, Perseverando vincam, Aurora, H.M.S., Chingleput, Eicarg, Si fata aspera rumpas, Treacle, Arcades ambo.

Second Class.—Saga, Anglaise, Wanderer, Daphne, E.A.M., (Unsigned), Tweedledum, Besom, F.E.H., Apathy, Gretchen, Heidigeigei, F. Orme, E.B.C.M., No. 2, Loulou, Haron, Lindisfarne, Diff, Alena, Hedera nostra, Cuddie Headrigg, Irlandaise, Conor, Excelsior, Peterite, Faded Flower, Nausicaa, Mustapha, Umina, Auntie Mi, Angle, Gothicus, Aldebaran, Yeomanry, Anchor, Arc-en-ciel, W.L.B.H., Doctor Dee, Austral, Ianthe, P.T.J.S., Bloodstone, Glenderaterra, Alexa, E.B.F.S., Vetter aus Bremen, Katchen von Heilbronn, Lazelle, Jongleur, No. 346, Jock, S.V.C., Der Adler, Anglo-Suisse, Calvados, Marsac, Borogove, Ben Lawers, Chick, Nonyeb, Pittchen, Kent, Peg, Arno Lily, Le Duc d'Anjou, Baden Baden, Acta non verba, W.J.M., Teirrah, Knight, M.H.L., Sonatti, St. George, A recurring fraction, Madame, Capoota, Prospero, Meilleriaz, Euphues, Rockite, Midnight, D.M.R., Mow, Balastion, A Student, Iris, Sister Anne, Pussy, Fides, Ellis, Waldroschen, Fortes et fideles, H.F.D., W.S.M., Rigolo, Staffa, D.C.V., Bellary, Hector, A speckled bird, E.M.W., δ δεινα, δ καθαριστής.

Third Class.—Bohémienne, Zayda, Poldoody, Elm, Phroso, Oycz, Ariel, Lucky Pig, L.M.M., 100,000, Anglaise (Chelsea), Stuart, Sperata, Alt Gaarz, My Honey, Incubus, Sans peur, Peradventure, Dolica, Betty, R.M.A., Ba ba black sheep, Gee, Oak Leaf, J.P.E.G., A. Mortimer, K. Williams, The Soarer, Canis, Stedye, Molar, Avidus, Gorey, Querens, Euphemia, Marius, Audis ad solem, Brer Tiny, Nanziannen, H. Bailey, J.Q., Asile, Felicia, Ariel, M.M., Peg, de Landeville, Paulina, Wengistein, Young Hopeful, Jean, St. Moritz, Rololo, Whin, 79th, Natchez, Zenda, G.K.M.B., M.L.F.B., Nameless, Shepherdess, Virginal, Immer Verbesserung, Ryver, Immo, Minuit, Goth, Phthologyrrh, Erica, Canterbury, Nantippe, Toffy, Eden, N.C.C., Gerioit Mor, Giotto, Pinkerton, Unsuccessful, Red N., Pascarel, Finetta, Debacle, δ βουλόμενος νικάν.

Fourth Class.—Ninon, Times, Legnainolo, Villette, Noblesse oblige, Chemineau, Will o' the Wisp, Hibernia, Prig, Chee, H.D.E., Dane, Forward, Dum spiro spero, Piano Organ, Christus vincit omnia, Fiesoli, Nemo, Ursula, E.F.U., Voglis.

(Continued on page 355.)

Just Ready for June.

THE PRACTICAL TEACHER.

Price Sixpence.

THE SCHOOL JOURNEY.—A Means of Teaching Geography. By J. H. COWHAM, F.G.S., Professor of Education, Westminster Training College.

RECREATIVE TRAVEL PAPERS. V.—SPAIN: A TEACHER'S VISIT TO THE IMPERIAL CITY OF TOLEDO; Zaragoza, Tarragona, Montserrat, Barcelona, &c. (Fully Illustrated.)

LONDON POLYTECHNICS. III.—NORTHAMPTON INSTITUTE. (Illustrated.)

AN ARTISTIC PILGRIMAGE. (Illustrated.)

A LARGE PORTRAIT OF THE LATE MR. GLADSTONE, AND SKETCH OF HIS CAREER.

Our French and German Prize Competitions.

Education in England:—
N.U.T. Notes, &c. By T. B. ELLERY, F.R.G.S.
Mr. E. Gray, M.P.; and Mr. John Hill of the London Diocesan Board.
Educational Notes. By CATHERINE I. DODD, L.L.A.

Education in Scotland. E.L.S. Notes, &c. By JAS. PATERSON.

Education Abroad. By E. E. FOURNIER D'ALBE, B.Sc., A.R.C.S.

Notes of Lessons on (i.) Cork, (ii.) The Frog, (iii.) Flame of a Candle.

How to Teach Magnetism and Electricity.

The Principles and Practice of Class Teaching. V.—Problems.

Needlework for Practical Teachers.

Class Lessons in Domestic Economy. By ETHEL R. LUSH.

The First Examination of a School of Science.

London Matriculation.—Special Preparation in Classics and Mathematics.
By R. C. B. KERIN, B.A. (Lond.) and E. J. SCHWARTZ, M.A., B.Sc.

Our L.L.A. Course.—Honours Education. By THOS. CARTWRIGHT, B.A., B.Sc. (Lond.)

Differential and Integral Calculus for Beginners.

Physiography Notes. Chemistry Notes.

Technical and Secondary Education Notes.

"At the Sign of the Paper Knife." By J. E. PARROTT, M.A., LL.B.

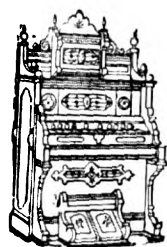
PRESENTED WITH THIS NO.

LARGE OBJECT-LESSON SUPPLEMENT ON "CORK."

JULY ILLUSTRATED EDUCATIONAL HOLIDAY NUMBER OF FOREIGN TRAVEL READY JUNE 25. ORDER NOW.

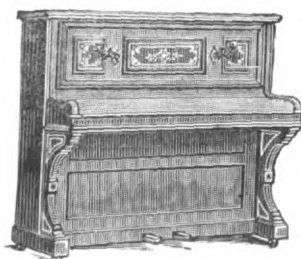
PRACTICAL TEACHER EDITORIAL AND PUBLISHING OFFICES,
33 PATERNOSTER ROW, LONDON, E.C.
NEW YORK OFFICE: 33 EAST 17TH STREET.THE
EDUCATIONAL MUSICAL INSTRUMENT CO.

ESTABLISHED 1881.



For Circular,
Testimonials,
and ANY
Maker's List
and designs,
apply to the
MANAGER,
43

Estate
Buildings,
Huddersfield.



21 ARGYLE CRESCENT, JOPPA, EDINBURGH;
or at 20 Highbury Place, LONDON, N.
(Close to Highbury Station and Trams).

This Company supplies Pianos, American Organs, Harmoniums, &c., at prices unequalled by any other Firm, Dealer, or Maker, for Cash or Instalments, with a month's free trial, a 10 years' warranty, carriage paid, and free exchange or return at our risk and cost if not fully satisfactory. Iron-Framed School Pianos, new and guaranteed, from 14 Guineas Cash.

N.B.—All our Pianos are fitted with a special action to the Soft Pedal that fully subdues the tone, and effectually preserves the Instruments during practice.

Mr. W. PARKS, Clerk to the St. George School Board, Gloucester, writes:—"Please deliver six more Pianos according to your tender as early as possible." (We have sent fourteen instruments of the same class to this Board).

Mrs. GRAVES (wife of A. P. Graves, Esq., Her Majesty's Inspector of Schools, Southwark District, London, S.E.) writes:—"The Piano has stood very hard wear extremely well during the year, and we all admire the fine full tone of the instrument and its handsome exterior."

Show Rooms open Daily. Call and see our Stock, or write for our List of Instruments for Home or School use, specifying class preferred, and you will find

WE CAN SAVE YOU MANY POUNDS.

[Please mention this Paper.]

WILLIAMS & NORGATE'S SCHOOL BOOKS.

Delbos' French Reader.

The Student's Graduated French Reader. For the use of Public Schools. By LÉON DELBOS, M.A., late of King's College, London.
I. First Year:—Anecdotes, Tales, Historical Pieces. Edited with Notes and a complete Vocabulary. Eleventh Edition. Crown 8vo, 2s.

II. Second Year:—Historical Pieces and Tales. 180 pages. Sixth Edition. Crown 8vo, 2s.

"It would be no easy matter to find a French Reader more completely satisfactory in every respect than that of M. Delbos. . . . The arrangement of the materials is no less happy than their selection, the shorter extracts being often grouped under general heads, and carefully graduated in difficulty."—*Athenæum*.

"A better book will always supplant those that are inferior. . . . The intrinsic merits of these Readers justify their appearance."—*Educational Times*.

"This is a very satisfactory collection from the best authors, selected with great care, and supplied with adequate notes."—*Journal of Education*.

Eugène's French Grammar.

Eugène's Student's Comparative Grammar of the French Language. With an Historical Sketch of the Formation of French. For the use of Public Schools. With Exercises. By EUGÈNE FASSNACHT, late French Master in Westminster School. Eighteenth Edition, thoroughly Revised. Square crown 8vo, cloth, 5s. Or, Grammar, 3s.; Exercises, 2s. 6d.

"In itself this is in many ways the most satisfactory grammar for beginners that we have as yet seen. . . . The book is likely to be useful to all who wish either to learn or to teach the French language."—*Athenæum*.

"The appearance of a grammar like this is in itself a sign that great advance is being made in the teaching of modern languages. . . . The rules and observations are all scientifically classified and explained. . . . It is one that we can strongly recommend for use in the higher forms of large schools."—*Educational Times*.

Weisse's Complete Practical Grammar of the German Language. With Exercises on Conversation, Letters, Poems, and Treatises, &c. Fourth Edition, almost entirely Re-written. Crown 8vo, cloth, 6s.
"We have no hesitation in pronouncing this the fullest and most satisfactory German Grammar yet published in England."—*Journal of Education*.

Weisse's Short Guide to German Idioms. Being a Collection of the Idioms most in use. With Examination Papers. Second Edition. 8vo, cloth, 2s.

A SHORT SKETCH OF GERMAN LITERATURE FOR SCHOOLS. Prepared for the Scottish Leaving Certificate Examinations. By VIVIAN PHILLIPS, B.A., Fettes College. Second Edition Revised. Pott 8vo, 1s.

Eugène's French Method. Elementary French Lessons. Easy Rules and Exercises preparatory to the "Student's Comparative French Grammar." Fifteenth Edition. Crown 8vo, cloth, 1s. 6d.

Boiellé (James).—French Composition through Lord Macaulay's English. Edited, with Notes, Hints, and Introduction, by JAMES BOIELLE, B.A., Univ. Gall., Senior French Master, Dulwich College, &c., &c. Crown 8vo, cloth.

Vol. I. **Frederick the Great**, 3s.Vol. II. **Warren Hastings**, 3s. 6d.Vol. III. **Lord Clive**, 3s.

"This, we may say at once, is an exceedingly useful idea, well carried out, and one of the best things of its class that we have seen. . . . We can pronounce the equivalence of the idioms recommended to be quite unusually just."—*Saturday Review*.

Victor Hugo.—Les Misérables. Les Principaux Épisodes. Edited, with Life and Notes, by J. BOIELLE, Senior French Master, Dulwich College. Two Vols. Crown 8vo, cloth, each 3s. 6d.

"A worthy addition to our stock of French reading books, which will be welcomed by numberless masters. . . . M. Boiellé's notes are full and to the point, his philology is sound, and his translations idiomatic."—*Journal of Education*.

Victor Hugo.—Notre Dame de Paris. Adapted for the use of Schools and Colleges. By J. BOIELLE, B.A., Senior French Master, Dulwich College. Two Vols. Crown 8vo, cloth, each 3s.

"Equipped in the same excellent manner as the same author's 'Misérables' . . . Makes an admirable school book."—*Scotsman*.

French History and Literature.

First Steps in French History, Literature, and Philology. By F. F. ROGER, of Geneva University. For Candidates for the Scotch Leaving-Certificate Examination, the various Universities Local Examinations, and the Army Examinations. Third Edition. Crown 8vo, cloth, 5s.

"This manual will be a boon to many who have neither time nor inclination to work through a large volume on the history of French literature, but who yet desire to obtain a knowledge sufficient to enable them to pigeon-hole their reading of French prose and poetry."—*Educational Times*.

"He has displayed qualities which are rarer and more praiseworthy than mere erudition."—*Saturday Review*.

BY THE SAME AUTHOR.

An Introduction to Old French. History, Grammar, Chronomathy, and Glossary. Third Edition, with Map of French Dialects. Crown 8vo, cloth, 6s.

WILLIAMS & NORGATE,
14 HENRIETTA STREET, COVENT GARDEN, LONDON;
20 SOUTH FREDERICK STREET, EDINBURGH;
AND 7 BROAD STREET, OXFORD.

Fifth Class.—Bagpipes, Spero, Nova, Paris, Via, E.L.L., S.A.T., Ubi, F.A.R., Rustica, Io, Lubin, Vox, Fourteen, Pal, Hibou, O.L., Fid, Talpa, Ums, Dun, Jackdaw, Minnehaha.

For the April Translation Prize "Humilis" gained a First Class, "Radical" a Second, "Anglo-Snipe" and "Alpha" a Third.

EXTRA PRIZE—WORDSWORTH PARAPHRASE.

Of the fifty-six paraphrases received, the following are awarded a First Class:—A.M., *χρυσῶν χάλκεια*, Bertram, L.M.M., Anchor, E.M.C.D., Eicarg, Alfoxden, G., Yarrow.

To paraphrase is to reproduce the very thought of the writer in a wholly different form. Only in the case of an inferior author can this ideal be fully realized. With a great poet thought and language are so fused that in the process of analysis and synthesis, however carefully conducted, something must be lost. We print three paraphrases, each excellent in its way, to show how variously the problem may be solved. "Alfoxden" is best as interpreting every word of the original; "A.M.," though less close, succeeds better in transferring to prose some of the charm of the poetry; "Eicarg" best satisfies the requirement of "a wholly different form." I, therefore, not without hesitation, award to him the prize.

A note, perhaps, is needed on the crucial line "Another race hath been, &c." The sun is a giant that has run his course, and the clouds of gold and purple that follow him to his setting are the train of the victor. To the child a sunset is nothing but a gorgeous pageant; to the man it brings the sobering thought of the race of life—victorious, it may be, but with death as its goal—"the paths of glory lead but to the grave."

Instead of entering the lists as a paraphrast—periculose plenum opus alea—I will submit as a safer alternative a Latin version:

O nemora, o fontes, o lacti gramine saltus,
Credite nulla dies nostros divellet amores!
Numen adhuc vestrum pertentat pectora. Quid si
Delicias sensim pueriles abstulit aetas,
Hoc magis aeterno vobis me foedere jungam.
Desilientis aquae per saxa morantia rivum
Exsultum juvenis, non segnior ipse, sequerbar;
Nunc quoque, rive, places. Nascentis pura diei
Fax recreat velut ante; seni quam multa recursant,
Sol quoties moriens caput inter nubila condit;
Haud aliter vidi mortalia saecula perire
Scilicet, et rueret hos, illos ut palma coronet.
Tangit enim pietas, tangunt mortalia pectus,
Speque metuque alti vitales carpinus auras.
Sic vicis humanae permotus imagine florem
Contemplor quoties qui spirat humillimus, intus
Nescio quid lacrimis non enarrabile surgit.

By "ALFOXDEN."

And as for you, all ye beautiful things and common sights of nature, gushing springs, green fields, upland slopes, and woodland glades, far be any foreboding thought that our loving intercourse may ever be broken off! Still, in my very heart's core I feel the power of your charms. If I have left behind the one brief rapture of youthful enjoyment, it is only to live more habitually under your over-mastering influence. Dear to me still are the brooklets that wear away channels for their downward course, yea even dearer than when my lightly-tripping feet rivalled their merry dance. When I view the dawning glory of some new day, its splendour, pure as childish innocence, is still lovely in my eyes; and, when I mark the shining clouds that cluster round the sun as he sinks in the West, their lustre assumes, not indeed a less bright, but a more sober, hue to one who, now in the sunset of life, has long watched the successive course of mortal men—another career run, another battle fought, another victory gained. And I owe it to this common heart of humanity that beats through all our living and doing, with its soft human sympathies, and all its natural joys and fears, that the very smallest flower, the very humblest blossom, has power to stir within one thoughts so deep that not only words, but even tears themselves, would often be all powerless to give them utterance.

NOTES.

1. I have been helped to a better understanding of the stanza, and of the Ode generally, by the Rev. Stopford Brooke's remarks in his "Theology in the English Poets," Lecture XIII., and by Professor R. C. Jebb's beautiful version of the Ode in Greek hexameters (1873).
2. If, in line 13, any doubt could arise as to the meaning of "race," the word *δρόμον* in the above version removes it.
3. The character of an old man, which line 12 seems to require, and which Stopford Brooke also imagines, must, it would seem, be assumed, for the date of the poem in Moxon's edition, 1847, is given as 1803-6, when the poet was not forty years old.
4. It is interesting to recall that Dr. Arnold confessed himself unable to enter fully into the last two lines of this stanza. "Life is not long

enough," he said, "to take such intense interest in objects themselves so little." This strikes one as strange, the poet's main interest being centred, not in the flower itself, but in the thoughts of which it is the occasion. We may compare Tennyson's "Flower in the crannied wall."

By "A.M."

O woods and fields [of my childhood], hills and bubbling mountain springs, let there be no fear that we shall be less truly lovers! Still does your power thrill through my heart of hearts. I have but renounced the passing bliss of your glamour to feel in the very centre of my being your deeper and more constant influence, your more regnant supremacy. I love your dancing, fretting streamlets even more than in the days when I too bounded lightly. The unsullied radiance of morning has still for me its own loveliness; and eyes that have gazed upon human death find a more sombre glory than of old in the splendour of sunset clouds. It is not the sun alone that has had a race to run, an ordered course to keep, a goal to attain—and there are palms for the conquerors. There is not a flower now, however small and despised, that cannot with its blossoming so touch in me that heart of joy and fear and tenderness by which humanity lives as to awaken depths of thought and emotion that are too profound even for tears.

By "EICARG."

Nature need never fear that any day will dawn when I shall love her less. True, the moments of ecstatic delight that came to me as a boy and thrilled my heart with more than earthly joy when I beheld a thing of beauty are gone—and gone for ever; but a calmer, more settled, more continuous realization of nature's charm is mine as an ever-present part of my being. The love I feel for mountain and meadow, hill and grove, is deeper and truer than in my most rapturous youthful days. Though I have lost a boy's light tread, I still can love the sparkling, hurrying brook; though I have lost the undimmed innocence of youth, I yet can see all the ethereal purity of a dawning day; and, though the sunset clouds no longer are to me the fairy palaces of youth's bright dream, yet they have a charm of their own, as they speak to me of

"A race well run, a palm of victory won,

A peaceful rest when this life's work is done."

My human heart beats still as fresh and true as ever, as readily moved to tender thoughts and joy and fear, and so the sight of some common wild flower in hedgerow or field has still the power to touch the very depths of my soul, and stir those yearnings after the infinite and eternal that lie hidden in the innermost shrine of my being.

A Prize of Two Guineas is offered for the best translation of the following lyric by Julius Rodenberg:—

ALLES STILLE!

Alles stille! Nur zuweilen
Geht ein Flüstern durch die Wogen;
Und wenn sich die Wolken theilen,
Grüsst ein Stern vom Himmelsbogen.
Unverstand'ner Gruss!—Verstohlen
Weht der Nachtwind durch die Weiden,
Wie ein tiefes Athemholen,
Wie ein letzter Ruf beim Scheiden.
Und Gestalten, die mein Sehnen
Schafft, gehn vor mir auf und nieder,
Und ich grüsse sie durch Thränen,
Und sie grüssen also wieder.
Und sie lächeln und entleeren
Spurlos, wie sie hergezogen.
Alles stille! Nur zuweilen
Geht ein Flüstern durch die Wogen.

An Extra Prize of One Guinea is offered for the best epitaph on Mr. Gladstone.
Eight lines is the limit of length.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

Those in the First Class are entitled, on application, to a copy of "Essays in Translation."

All Competitions must reach the Office by June 16th, addressed "Prize Editor," JOURNAL OF EDUCATION, 86 Fleet Street, E.C.

HOW CAN WE CORRELATE STUDIES?

By BERTHA M. SKEAT.

AT the recent Conference of the Teachers' Guild at Aberystwyth, when the subject under debate was that part of Herbart's theory of education which deals with the correlation of studies, the discussion was skilfully focussed on two leading points—(1) Ought we to correlate? (2) If so, *how* can we correlate?

On the first point, all who were present were unanimously agreed in the affirmative. All practical teachers realize that, in the present multiplicity of subjects, the recognition of some underlying principle of unity would be of the greatest educational value. At present we regard the minds of children as consisting of a collection of pigeon-holes, which we proceed to fill after the following manner:—

Name. DAISY SMITH.	
May 5th.	May 6th.
Multiplication of Decimals.	Transitive Verbs.
Genders of French Nouns.	River Nile.
Miracles recorded by St. Mark.	"The Tempest," Act II., notes on Scene i.
Euclid, fifth Proposition.	Conjugation of <i>amo</i> .
Provisions of Magna Charta.	Account of the Process of Digestion.

When will the day come for us to compare the mind to a group of differentiated growing cells, the contents of which are reducible to protoplasm? Surely that day would mark a new era in the economy of brain and nerve power, and a new and remarkable manifestation of growth. We shall give up our grandmothers' patchwork quilts, and begin to illustrate the evolution of artistic design in needlework.

How is it that the artist produces a new design? He takes a simple flower, such as the snowdrop, and studies its natural method of growth. He then proceeds to dissect it carefully, observing minutely its separate parts and their relation to each other. He then effects a new combination of the essential parts, neglecting accidental variations, and the conventional flower thus produced suggests an idealized type of the natural flower.

This is an exact illustration of the plan on which we must base our correlation. It is not enough to have a comprehensive knowledge of *facts* in the subjects we teach; we have not really mastered those subjects until we have grasped their underlying *principles*, together with their interrelation. Bacon was perfectly right in his belief in a *scientia scientiarum*, or science forming the universal basis of all other sciences; and, if we had studied the "Advancement of Learning" with the same intelligence and devotion that we bring to bear on the works of foreign educationalists, the philosophy of English education would not be so far behind that of other countries, and so disconnected from its practice, as it is to-day.

If you put a philosophical fact before the merest child, in such a form that it can swallow it easily, it will do so with avidity. Human nature is so constituted that not only must we needs "love the highest when we see it," but we naturally crave for the deepest as well. When I was a school-girl of seventeen, and used to burrow at will in the Cambridge Free Library, I came across an edition of the works of Herbert Spencer, and, in particular, the section on Morphology, which filled me with intense delight. The idea flashed upon me that there *was* a principle of unity underlying apparent differences, and that this was a law of nature which was true, not only in one science, but for all. It was a revelation to me; it started me on the method of tracing out the hidden points of likeness in different "presentations," which I have tried to pursue ever since.

Not only should we earn the gratitude of children hereafter, by providing them with a clue to the bewildering chaos of ideas

we thrust upon them, but we should teach them to form the habit of "reducing facts to principles." This would further help them to discover the *relative value* of the facts themselves. It is well known that the greatest mathematicians are not always the best arithmeticians, but can be excelled in simple operations by an ordinary accountant. But they have gained a power which he could never obtain, and are capable of calculations far beyond his mental range, because they have thrown overboard long ago the cargo of lesser facts by which he is heavily weighted down. It is of importance in modern education to learn *what* may safely be "disremembered."

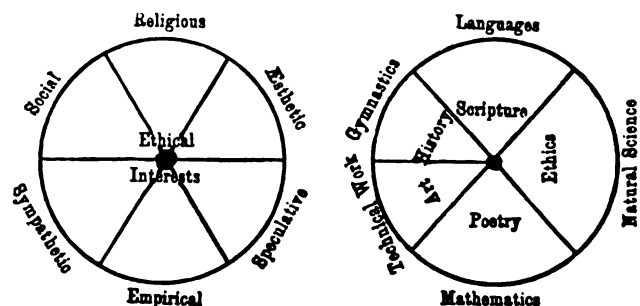
Such training would guard against two marked tendencies of the present education, which are revealing themselves in the character of our growing-up boys and girls.

The modern young man is distinctly superficial: there is no depth in him. He will make a good man of business, with an eye to the main chance, or a successful writer of novels in the journalist style; but where are our poets, philosophers, orators; above all, where are our politicians? Where is the man who is rich enough in his knowledge of the past, and of the depths of human nature, to foresee events as they happen, to discern the intricacies of national characteristics, to balance the varying claims of justice and humanity? Let it be remembered that one of the greatest statesmen of the nineteenth century has been also one of her most cultured men. And blame not the modern youth for his shallowness—it is the natural result of his early training; not of the matter, but of the method, by which he has been taught. When a wave of scientific discovery flooded England some time back, we rushed to introduce manifold varieties of science teaching into the school curriculum. But what are our methods? Do we attempt, for instance, to give our boys and girls the least glimmering of the significance of the great natural law of evolution? No; we administer enough physics to satisfy the Junior Local, or sufficient botany to propitiate the South Kensington. Result—our pupils gorge themselves with undigested facts, and form the lasting habit of dealing exclusively with the external aspects of things. This habit, propped up by a good memory, fluency of speech, and adequate self-assertion, passes for cleverness in ordinary society; yet, if you buttonhole the average man in conversation, and try to get out of him what he really thinks, you will find, as a rule, that he cannot be bothered to think, but is ready to pay anybody else to do the thinking for him, if it is quite inevitable.

The results of our method in girls' schools show the other danger to which I have alluded—the habit of hasty generalization. The average young woman is less averse to thinking things out than the average young man; but, not having been taught along with her 'ologies the process of sound reasoning and the relative value of facts, her mind is not properly balanced or her power of judgment developed, and she rushes red-hot to conclusions. Hence comes it that so many feminine characters are devoid of a sense of justice, or even of generosity.

The fact is simply this: every subject can prove material for an all-round education, if it is taught in the right method, by a sufficiently elastic teacher. And all school subjects can be made more truly educative, inasmuch as they are shown to be based on common natural laws. How, then, can this be done?

If we wish to focus studies in this way, we must make them converge to a common centre. To come to the practical part of the question, then, "What should this centre be?" A German educationalist, Dr. Schulze, says, that, as education is the training of the will, it should centre upon the ethical interests. He even represents the fact diagrammatically, thus:—



Now this is perfectly true. We must penetrate to the ethical

significance of every subject, if we wish to make it really educative. I do not say that we need immediately cram that significance down the throats of our pupils; but, if we have dug down to the earth's central fire and warmed ourselves thereat, the glow will glimmer insensibly through all our teaching.

Having decided that the laws of practical morality should be the central aim in the education of moral beings, we must next adopt a Kantian and Spencerian principle for the marshalling of our subjects into order. These great philosophers have declared: "The education of the individual should follow the same order as the education of the race." "Surely this is true," we all with one great voice exclaim; but where are the schoolmasters, body of school managers, or body of examiners, who have ever attempted to follow this guiding rule in planning out their curriculum? "All very well in theory," they say; "but how can you expect us to put it into practice?"

A simple classification of the ordinary school subjects has been suggested thus: they can be divided into two main classes, historic and non historic:—

HISTORIC.	NON-HISTORIC.
History.	Mathematics.
Scripture.	Science.
Literature.	Technical work.
	Singing, &c.
PARTLY HISTORIC.	
Languages.	
Geography.	

If we cannot immediately attempt correlation throughout the whole curriculum, at least we might try for it in the historic subjects.

Let us now recognize one more great guiding law, emphasized by Luther, Mulcaster, Pestalozzi, nearly all our greatest educationalists, and likewise most carefully disregarded by heads of schools and examiners: "The staple of every child's education should be the language and literature of his mother-tongue." I do not know of any school in Great Britain where English is avowedly the central subject in the curriculum, with other subjects carefully related to it.

I must here briefly mention some of the various suggestions that have been already made with regard to correlation. In the middle ages, and until the recent rise of science and multiplication of school subjects, the classics were recognized as the central factor, and this continued until the education of girls became a consideration of importance. The expediency of examiners then forced the schools to recognize that, whatever they might hold in theory about different teaching for the two sexes, there was no doubt that one examination could be made to serve for both. The school curricula are now largely decided by the examiners, and, these being a body of specialists, each naturally insists rather on the individual characteristics of his own subject, than on the links it has in common with subjects of a different nature.

Another suggestion, which has come over from America, is to make the teaching of geography the centre of all school study. To this I should reply, that it is scarcely wise to give such importance to a subject which in many schools is only taught in the lower forms, and dropped altogether in the upper forms, also which will never hold an equal position in both elementary and secondary schools, or in boys' and girls' schools alike. If a central subject be chosen, it must be one that will be studied continuously throughout, and that could advantageously be extended to a course at the University. Further, it must be a subject which is easily adaptable to correlation, in which, therefore, the ethical interests are discovered without much difficulty.

We must now consider the Herbart-Ziller scheme, namely, taking literature in the younger forms, and Scripture in the older forms, as a central subject in school work. The weakness of this lies chiefly in not taking the same central subject all through. No doubt many of us feel that, if Scripture were taken as a central subject in all our schools, it would be a great deal better for the nation's future. But we have to deal with facts; and they are, that not only is it a prohibited subject in a large section of our schools, but the temptation to abuse it for sectarian purposes might lead us into serious difficulties. The same objection cannot be brought against the teaching of literature, which is now permitted to some extent and in some form or

other, in nearly all schools, though in many of them it is unfortunately degraded to a mere mechanical exercise in reading and practice in vocabulary.

By taking English literature as the central subject, I do not mean devoting more time to it than others, or giving it a more important place in the curriculum. I am well aware of the tempest of outcries that would be raised by the specialists in languages and mathematics at the mere suspicion of such a suggestion. But I mean that the evolution of the national literature should be taken as the keynote in the syllabus, from which to construct the harmonious chord of all subjects in correlation. In other words, it should determine the appointed portions of history, geography, and all other correlated subjects.

The literature teaching that is suitable for school work, at least in its earlier stages, is the presentation of character in action. If taught with ethical understanding and artistic setting forth, with sufficient, but not excessive, illustration, it arouses keen interest and becomes a powerful factor in the development of will-power and promotion of culture. If we now sum up the guiding principles for planning out our curriculum—(1) *that the central aim of education should be the cultivation of the ethical interests*; (2) *that the education of the individual should follow the same order as that of the race*; (3) *that the staple of education should be the mother tongue*—I find that literature fills all these requirements. I therefore suggest the following approximate scheme:—

Literature.

Form II.—Fairy tales of all nations.

Form III.—Tales of heroes from the classics.

Form IV.—Dramatic ballads and epics of the middle ages; heroes of mediæval romance.

Form V.—The drama—Shakespeare and the Elizabethans to Sheridan.

Form VI.—Victorian lyric poetry and prose, speculative and descriptive.

This is substantially the same scheme that I put before my students when I was Lecturer on Education at the Cambridge Teachers' Training College seven years ago. Since then, as teacher of literature at schools in England, Scotland, and Wales, I have seen no reason to modify it; but, on the other hand, have received practical confirmation of its suitability and success.

I will now give parallel schemes of subjects which I have *not* similarly tested throughout:—

Scripture.

Form II.—Stories from Genesis and Exodus.

Form III.—Samuel, David, Solomon.

Form IV.B.—Lives of kings and prophets.

Form IV.A.—Narrative of the life of Christ.

Form V.—One of the four Gospels.

Form VI.—One of the Epistles, including its connexion with the life of the writer, and the Church to which it was sent; or the book of Revelation.

A little consideration will show that a skilful teacher could easily correlate the Scriptural and literary teaching in each of these forms. In the teaching of history there are two possible methods of arranging the material. One is that adopted by many examining Boards in their schedules, in which the whole of English history is divided into three periods, which can be taught in Forms III., IV., and V. simultaneously. There are two objections to this arrangement, which at first sight looks very scientific. The first is, that a pupil who does not pass right through the school loses for ever that part of the course which he or she should have taken in its place, and this breaking of the continuity seems to be a greater disadvantage in the study of the whole subject than it would be in literature or Scripture. The other is, that the same period in history must then always be taught by the same method—*i.e.*, that suitable for the stage of the Form's development. This precludes the possibility of studying that period from any other standpoint than the one necessary. I consider, therefore, that it is better to cover the whole ground in one year—*i.e.*, in each form, taking it in each case from a different standpoint, and suggest the following scheme:—

History.

Form II.—Stories from universal history in early times (Greece, Rome, &c.).

Form III.—The heroes of England ; stories from English History.

Form IV.B.—William I. to the loss of Calais (Mary).

Form IV.A.—Elizabeth to Victoria.

Form V.—National movements, wars, and treaties, involving our relations with the continents.

Form VI.—Constitutional history, showing the evolution of the English Constitution, and laying the basis of a scientific interest in present-day politics.

In Forms II. and III., the method would be biographical ; in II., the life of a hero as complete in itself ; in III., the lives of heroes in chronological succession. By giving our pupils a chance of hearing about such men as Leonidas and Mutius Scævola, instead of limiting them to Alfred and the cakes, we should lay a broader basis for culture, besides giving increased facility for correlation. The great fault of our present history teaching is that it is too insular. In many German schools, the outlines of *Weltgeschichte* are taught as a matter of course. This is probably one reason why the British grow up with such extraordinary prejudices concerning the inferiority of foreign men and things. In IV.B and IV.A, the *reign* would be taken as the historical unit ; the sovereign being regarded as the connecting link between all events, and the natural centre around which the facts group themselves. The work of IV.B would correlate easily with that of IV. in literature. The work of IV.A in history would be regarded as a preparation for the work of V. and VI. in literature. The history-work of V., involving our relations with the continents, would correlate with V. literature, the dramatists, since so many of the latter chose their plots and scenes from abroad, and Shakespeare's historical plays deal strikingly with the martial side of English history. The VI. constitutional history would correlate with the VI. literature, both seeking to penetrate more deeply into the springs of human thought and action.

Geography.

Form II.—Divisions of land and water. Plan of the school and playground ; map of the town.

Form III.—Names, chief physical features, and general description of the countries of Europe ; names and descriptions of the other continents.

Form IV.—County divisions of the British Isles ; one country of Europe in detail.

Form V.—General description of our Colonies, with one of them taken in detail.

The work of Form II. would correlate with the fairy tales, which can involve reference to islands, mountains, caves, forests, oceans, rivers, lakes, &c., also ground plans of enchanted castles or dungeons. The work of Form III. will correlate with tales of the heroes. The wanderings of Perseus, Theseus, Jason, Ulysses, Thor, Heracles, Æneas, among others, give ample opportunity. The work of Form IV. will correlate with the dramatic ballads and epics, as nearly all countries of Europe have their own heroes of romance.

And here I will add, and lay special emphasis on the fact, that I do *not* suggest or advise the correlation of every separate lesson with every lesson in another subject, but simply and solely that the work of the Form, for each year and each term, should be arranged on the same general plan. To attempt anything more than this would be a mere straining after effect, and the artificiality of it would weary both teacher and pupil of the whole proceeding.

In Form V. correlation might be managed by *contrasting* characters in the drama with those of colonial history. I do not suggest any geography for Form VI., because it usually drops out of the curriculum before then. But, if it is thought desirable to continue this branch of study, physiography might be taken up.

In all these schemes, please note that much freedom of choice is left as to detail ; therefore, in deciding the special work for any one term, *all* the subjects should be kept in view. Thus Form IV.A might be studying at one particular time :—*Literature* : Spenser's "Faery Queene." *History* : Reign of Elizabeth. *Scripture* : Female characters in the Gospel narrative. *Geography* : Spain and Portugal in detail. The points of correlation between these special subjects, by way of analogy and contrast, &c., are obvious.

English Grammar.

Form II.—Names of parts of speech ; Subject and Predicate.

Form III.—Parts of speech, their kinds, and function (*i.e.*, syntax) ; analysis of simple sentences.

Form IV.—Parts of speech, kinds, functions, and inflexion ; analysis of compound sentences.

Form V.—The above, prefixes and suffixes ; analysis of complex sentences ; paraphrasing.

Form VI.—Outlines of historical grammar ; study of metre and versification.

This work could be connected with their work in literature by letting the Forms find examples for themselves in the specimens of literature they happened to be studying. Practice in composition and essay-writing would also be given in connexion with their literary work.

Languages.

Either French and Latin, *or* French and German, according to whether the school is subdivided into classical and modern, should be learnt in Form IV., along with the study of the inflexions of English words, and the same points, such as nouns, verbs, &c., should be taken up at the same time in all languages. Analysis and parsing should also be given in all languages, and composition in foreign languages be worked along with paraphrasing in English. If desired, a brief outline of foreign literatures could be given in Form VI., at the same time as the historical outline of the English language.

Latin.

Form IV.—Caesar or Ovid—to correlate with heroes of history or romance.

Form V.—Virgil—to correlate with heroes of the drama.

Form VI.—Horace or Cicero—to correlate with Victorian lyric poetry or prose.

French or German.

The modern language selected should be commenced in Form III., by way of reading and conversation only. Grammar should not be attempted till Form IV., by which time some knowledge of the vocabulary will have been gained.

Form III.—Anecdotes, fairy tales, short easy stories ; conversation on a picture.

Form IV.—Ballads, or stories of adventure and romance.

Form V.—A drama.

Form VI.—Lyric poetry ; thoughtful prose.

The choice of any special piece of foreign literature would depend on the particular specimen of English literature already selected.

Botany.

I take this as a typical science suitable for all schools. In all probability the pupils would subdivide for this subject into about three classes, thus :—

Forms II. and III.—Botany object lessons.

Forms IV. and V.—Outlines of structural botany and a few typical orders.

Form VI.—Some points in structural botany taken in detail—peculiarities of certain orders.

In all these cases, especially in the younger class, care should be taken to connect the specimens chosen for study with the Form's appointed portion of geography, by instances from the vegetation and natural products of those particular countries.

Singing and Recitation.

These can be easily connected with the literature lessons, if they are all taken into account in preparing the annual school entertainment, which I have found to be both practicable and advisable.

I have now shown how correlation is possible in all the historic subjects, and, to some extent, in the non-historic. Further than this it seems unnecessary to go at present. Nevertheless, authors so widely differing as Jules Verne, Mrs. Gatty, in her "Parables from Nature," Ruskin, in his "Ethics of the Dust," and Drummond, in his "Natural Law in the Spiritual World," have indicated to us how it may be possible to establish further correlation with the realms of science. It is also probable that the laws underlying mathematics are the same great natural laws as those which govern the evolution of nature and man.

It now only remains to sum up these conclusions in the form

of a schedule, giving a general view of the whole. This I therefore subjoin, commending it earnestly to the special con-

FORM.	LITERATURE.	SCRIPTURE.	HISTORY.	GEOGRAPHY.	BOTANY.	ENGLISH GRAMMAR.	LATIN.	FRENCH.	SINGING AND RECITATION.	DRAWING.
II.	Fairy Tales.	Stories from Genesis and Exodus.	Ancient History Stories.	Land and Water; Plan of School, Map of Town.	Botanical Object-Lessons.	Names of Parts of Speech.	—	—	—	—
III.	Classic Heroes.	Samuel, David, Solomon.	English Heroes.	The Continents; the Countries of Europe.	Do.	Their Kinds and Function; Easy Analysis.	—	Anecdotes, Fairy Tales.	Connect with Drill and Literature, through the annual School Entertainment, for all Forms.	Connect with lessons in Botany, Geography, and Literature, for all Forms.
IV. B.	Medieval Dramatic Ballads.	Kings and Prophets.	William I. to Mary.	The British Isles.	Structural Botany and easy Orders.	Inflections; Analysis of Compound Sentences.	"Gradatim": Easy Grammar.	Tales of Adventure Easy Grammar.	—	—
IV. A.	Medieval Epics.	Life of Christ.	Elizabeth to Victoria.	A country of Europe in detail.	Do.	Do.	Cæsar or Ovid; Grammar, Inflections.	Ballads and Tales; Grammar, Inflections.	—	—
V.	Elizabethan Drama.	One of the Gospels.	Wars and Conquests.	Our Colonies.	More detailed Structure and more difficult Orders.	Prefixes and Suffixes, Complex Sentences, Paraphrasing.	Virgil; Grammar, Syntax.	Short Play; Grammar, Syntax.	—	—
VI.	Victorian Poetry and Prose.	Epistles, Revelation.	Growth of the Constitution.	Physiography.	Do., showing the Laws of Structure.	Historical Grammar; Laws of Metre and Versification.	Horace or Cicero; Grammar, Composition.	Lyrics or good Prose; Grammar, Composition.	—	—

sideration of examiners, teachers, and all governing bodies

of our schools and Universities, as it is these who have the practical control of our education of the future. And here I must state emphatically that this syllabus is by no means intended to be the only possible one under the circumstances, but is simply one out of an infinite number of possibilities, to exemplify how a syllabus can be constructed so as to illustrate, among other educational and rational principles, the practice of correlation.

"GRAMMATICI CERTANT ET ADHUC SUB JUDICE LIS EST."

IN a short notice of Mr. Nesfield's "English Grammar," we ventured in a tentative and interrogative way to question the time-honoured definition of a sentence, which is given with minor variations in most grammars, ancient and modern—"A combination of words that makes a complete sense is called a sentence." Does not a single word, such as "Fire!" make a complete sense, and therefore satisfy the definition? We asked for information, or more strictly to raise the point, and Mr. Nesfield in his rejoinder, which we declined to publish because of its length, thought he had scored a triumph over our "unlucky" reviewer by pointing out that he (the author) had expressly noted that in such cases there is an ellipsis and the subject has to be supplied—*Connu*. Mr. Nesfield might have credited our reviewer with the *modicum* of grammatical intelligence that is required of scholars in the third standard. The point we raised is somewhat more subtle than the range of Mr. Nesfield's philosophy, and is not to be settled by an appeal to Lindley Murray or Mason. Without attempting a solution, we will show at least wherein the difficulties lie. When a mobbed queen puts her head out of an upper window and shouts "Fire!" her meaning is perfectly clear to the bystanders, yet it is not easy to supply the ellipsis, or designate the subject. The meaning is plain as a pikestaff, yet it is quite possible that, if it were set to half-a-dozen grammarians, they would complete the sense in as many different ways. But it may be argued that "Fire!" is one of those interjections that lie on the borderland of language, half-way between logical speech and the inarticulate cries of animals. Let us then pass on to the next stage. All grammarians would agree that "I give" is a sentence, and yet we may fairly contend that without an object the sense is not complete. Take again the Greek equivalent *δίδωμι*. The grammarian tells us that here the subject *ἐγώ* is understood. We deny it. To a Greek, *δίδωμι* signified "I give," neither more nor less—the subject was conveyed by the termination; and *ἐγώ δίδωμι* meant something more. In the same way the French *donné-je* is to all intents and purposes a single word, though the printers choose to bisect it by a hyphen.

We are not rash enough to risk the framing of a new definition. Our object will be attained if we succeed in showing that language is something too Protean and too fluid to be bound absolutely by any formal definitions, or kept within the watertight compartments of the grammarians. Let us give a final illustration of our thesis. A sentence, we are always told, is a statement, or, as Mr. Nesfield varies it, "something is *said* about something else." Obviously, this does not cover the interrogative form of sentence. Bain is one of the very few grammarians who sees the difficulty and seeks to evade it by the explanation that "How are you?" is an abbreviated expression for "I ask you how you are." Surely this is to stretch language on a Procrustean bed of logic.

COLONIAL AND FOREIGN NOTES.

FRANCE.

THE annual congress of secondary teachers met in Paris at Easter. It expressed a good many pious wishes, in the form of resolutions, and accomplished at least one piece of solid work—the final organization of a Mutual Benefit Society. It was agreed that a Benevolent Society should also be formed, but it was wisely decided to keep the two separate. A satisfactory resolution, as showing the spirit which is abroad, was that which asks for more freedom of initiative for secondary teachers in the matter of "University Extension"—a term

which is of much wider application in France than with us, and includes every form of popular adult education. The complaint is made that the movement has already got into official grooves, and that the social ardour which has given it its strength is in some danger of being quenched. One noteworthy feature of this Congress of functionaries must not be overlooked. Among the original *agenda*, there figured certain questions concerning salaries and hours of work. A ministerial injunction suppressed these as being out of order.

The uses of a second Chamber are sometimes apparent even in France. In the teeth of the Government, the Chamber of Deputies recently decided, by a majority of 450 to 66, to increase an item in the educational budget for University scholarships by 50,000 francs. An appeal to the Senate, however, by the Minister of Education resulted in the reduction of the vote to the original figure (484,000 francs). Of course there was a democratic outcry; but the Minister maintains that the gates of the learned professions are already choked by the number of qualified persons struggling for admission, and that it is time some note of warning should be sounded.

Another reasonable change in the administration of scholarship funds—the school being yet imperfect—is announced. Travelling modern language scholarships will no longer be reserved exclusively for students preparing for certificates, but will be granted chiefly to teachers of language already on active service, in order to encourage them to spend their holidays abroad. The help given will not be considerable; but a sum of £10 or £15 will bring many a teacher to England for a couple of months who without it would be obliged to stay at home.

A Commission has already been appointed to organize the Educational Section of the great Exhibition of 1900, and many individual associations are also at work. Among the latter is the Educational Press Association, which hopes to organize an international discussion on the following points:—(1) The work of the educational press in all countries: its means and methods; (2) the organization of an International Bureau of Information; (3) the action of the press upon popular education; (4) the relations to be established by its means between the different grades of teachers; (5) the means to be employed to ensure the co-operation of parent and teacher; (6) the development of moral and material solidarity between the members of the press.

M. F. Buisson, late Director of Primary Education, and now editor of the *Manuel général de l'instruction primaire*, is publishing in his journal a series of open letters to primary teachers from ex-Ministers of Education and other competent persons. The burden of the first letter, from the pen of M. René Goblet, the author of the anti-clerical school law of 1886, is "The Teaching of Morality." M. Goblet holds that the future of the country depends upon the way in which this is carried out by the schoolmaster, and that it cannot be carried out satisfactorily unless it is made to depend, not merely upon formal lessons, but upon the teacher's personal relations with his pupils, and, above all, upon his personal example. In the second letter another ex-Minister, M. Léon Bourgeois, deals with the social functions of the teacher, and with the part he should play in the manufacture of good citizens. This social function is in no sense political. Politics, says M. Bourgeois, divide; the teacher unites. He is the depository of the intellectual and moral treasures of humanity, which it is his duty to guard, to hand on, and to augment. "Amid the passions that divide he is the representative of the reason which unites; he is, in every village, not merely the interpreter of the common ideas, but their personification. He must see to it that not only his teaching, but his example, his whole life, stands for those common thoughts and common duties which are every day drawing more tightly the social bond." M. Bourgeois concludes by asking for an answer to the following questions—*which it would be interesting to hear answered by English teachers, primary or secondary, public or private:* "Do you yourself believe in your moral social function? Do you think it possible to carry your belief into practical effect? If so, upon what lines have you been working, and with what success? Have you, in this matter, excited the sympathy or antipathy of your neighbours?" A later number of the *Manuel* analyses a large number of the answers received, which amount practically to this—that everybody believes in his "social function," that continuation courses and the like are the chief means employed, and that finance on the one hand, and public distrust on the other, are the chief obstacles in the way. The third letter, from the pen of M. Ernest Lavisse, of the Sorbonne and the Academy, is a trumpet call: "Elementary teachers of France, help us to complete the glorious work of the Revolution by the manner of your instruction in civics and morality." Thus "character" and "citizenship" have been so far the dominant notes of this unique appeal. The idea is not new, but neither is it old; nor is it an idea which concerns only, or even chiefly, the teachers of the sons and daughters of the poor.

Yet another educational society. The "Group of the Friends of the School" has been formed with a view to influencing public opinion in the matter of the appointment of primary teachers. In 1850—we gather from the manifesto—the present system of appointment by the Prefects was introduced for political reasons and as a temporary expedient only. The importance of transferring the power to the educational authorities—the teachers' natural leaders—has long been urged, and repeated promises have been given that the reform should be carried

out. Nothing, however, has ever been done, and nothing, some think, ever will be done unless a stir is made. Hence the new society.

The following table shows the number of students at each of the French Universities at the beginning of the present year. Recent University history makes the figures particularly interesting.

UNIVERSITY.	Theology (Protestant).		Law.		Medicine.		Science.		Arts.		Pharmacy.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Paris	70	—	3,631	4	3,780	191	1,243	30	1,568	129	1,355	46	11,647	400
Aix-Marseille	—	—	290	—	173	51	157	—	44	—	133	1	797	52
Besançon	—	—	—	—	32	—	75	—	67	—	19	—	193	4
Bordeaux	—	—	773	—	728	9	220	4	139	14	255	2	2,115	29
Caen	—	—	340	—	31	5	47	—	120	2	53	—	591	7
Clermont	—	—	—	—	42	1	86	—	84	6	38	—	250	2
Dijon	—	—	377	1	48	—	89	—	56	—	32	1	602	7
Grenoble	—	—	261	—	14	9	77	—	51	26	37	—	440	36
Lille	—	—	315	—	311	17	207	1	292	—	151	—	1,336	18
Lyon	—	—	436	—	1,073	33	316	5	177	23	271	1	2,273	62
Montpellier	—	—	401	—	504	45	194	31	114	7	200	—	1,413	83
Nancy	—	—	329	—	273	15	214	9	98	14	49	—	963	38
Poitiers	—	—	495	—	45	—	106	—	90	4	24	—	760	4
Rennes	—	—	523	—	164	23	167	—	102	—	84	—	1,040	23
Toulouse	67	—	871	—	447	—	219	—	116	11	153	1	1,873	12
Total	137	—	9,102	5	7,665	399	3,417	80	3,118	240	2,854	53	26,293	777

Of the grand total of 27,070, 1,482 men and 292 women were foreigners.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Executive Committee of the Council, appointed by the Council on April 22 at Aberystwyth, met on May 5. The Rev. Canon the Hon. E. Lyttelton was elected Chairman of the Committee. The Sub-Committees of the Executive Committee for 1898-99 were appointed. Two applicants for membership of the Central Guild were elected.

The Council held a special meeting on May 21. Present: Mr. Adamson, Miss Anderton, Mr. Bevan, Mr. Blair, Mr. H. C. Bowen, Miss Busk, Mr. Charles, Miss Connolly, Miss Hughes, Mr. Langer,

Mr. Longsdon, Mr. Nesbitt, Mrs. Sutton, Mr. Thornton, and Miss A. Woods.

The memorandum of the terms of alliance with the Friends' Guild of Teachers was sealed with the Common Seal of the Guild, as also the agreement to share the financial liability for the New Professional Joint Agency for Women Teachers.

Mr. Storr was elected to serve as a representative of the Guild on the Committee for the New Professional Joint Agency for Assistant-Masters, along with Professor W. H. H. Hudson.

Miss Alice Woods was elected to be the representative of the Guild on the Council of the Childhood Society, vice Mrs. Sutton, resigned.

Mr. H. C. Bowen was appointed the representative of the Guild on the Sub-Committee for the Educational Section (British) in the Paris Exhibition of A.D. 1900. Sir G. Kekewich is the Chairman of the Sub-Committee.

It was decided that there should be no General Conference of the Guild in 1899 on the model of previous General Conferences, but, instead, a General Congress of representatives of the Central Guild and Branches sitting with the Council, to deal with urgent matters connected with the organization of secondary education and with proposals for increasing the general efficiency of the Guild.

The Council instructed all their Committees to report suitable heads of agenda for the Congress, each within its own province. The Congress will be held in January next, and all members of the Guild will be invited to attend, but the discussions and voting will be limited to the accredited representatives. Full particulars of place and date will be announced in due course.

It was announced that a sufficient sum had been received for the Benevolent Fund to secure the £150 offered by Miss Mary Barlow, of Colwyn Bay; of the second £150, to be collected by the Guild, Miss Barlow, herself a member, collected nearly £80. The balance was received from and through members of the Guild in sums ranging from 1s. to £25. The total capital of the Fund is, at present, just over £300, and there are, besides, about £14 annual subscriptions for 1898. Further annual subscriptions from members, to enable the Council to have a moderate sum in hand to meet claims, are urgently needed, as the interest on the capital, added to the present annual subscriptions, makes an income of only some £25.

The General Secretary visited Glasgow on May 16, and met the Committee of the Branch on the evening of that day. The object of the meeting was to discuss a plan of reorganization for the Branch. On the evening of the 17th he read a paper to a meeting of the Branch on "Secondary Education," and took part in the discussion of the business of the Branch afterwards, and pressed on members that they should give their loyal support to the Committee in any new departures which they might make, though they would involve some hard work. After some twelve years of excellent and faithful stewardship, the Hon. Secretary, Mr. J. D. Fitzgerald, retires, and is succeeded by Mr. D. G. Miller, M.A., of the E.C. Training College, Glasgow.

CENTRAL GUILD. LONDON SECTIONS.—CALENDAR FOR JUNE AND JULY.

Saturday, 11. Section E.—Visit to Eton and Windsor. Mr. and Mrs. Nagel, of St. Mark's School, Windsor, kindly invite members to tea. Members who wish to join must send in their names, before June 4, to Miss Stone, 42 Bessborough Street, S.W.

Saturday, 11. Section G.—Garden party, by kind invitation of the Rev. F. Aveling, M.A.

Wednesday, 15, 4 to 7.30 p.m. Section F.—Garden party at Gloucester House School, Kew Gardens, by kind invitation of Miss Neumegen. Music, tennis. Cyclists welcomed.

Saturday, July 2. The Central Guild generally.—Garden party at St. Margaret's Clergy Orphan School, Bushey, Herts, by kind invitation of Miss Baylee, at 4 p.m. Tennis, tea, entertainments.

Saturday, July 9. Section E.—Visit to the Tate Gallery, under the guidance of G. Albert Laundry, Esq. Members meet in the entrance hall before 2.30 p.m.

Saturday, July 16. Section E.—Mr. and Madame Féderau Nokes kindly invite members to tea at St. Cyr, Kew Gardens Road, after a visit to Kew Gardens.

Separate notices of Miss Baylee's garden party are being sent to all members of the London Sections. The *country members of the Central Guild* are invited to take note of the entry in the Calendar above, and, further, if they mean to accept the invitation, to inform the Hon. Secretaries of the Central Guild, 74 Gower Street, London, W.C., of their intention to be present. Full particulars of means of access to Bushey can be sent to the *country members* on application. Envelopes should be marked: "*Garden Party, July 2.*"

A meeting of Section F. was held on Wednesday, May 11, at 8 p.m., at the Clapham Modern School. The meeting was opened by the chairman (Professor Hudson), who then resigned the chair to the Rev. J. O. Bevan, in order to read a paper on "Education in Ontario." In this interesting and valuable paper, based on information obtained during a visit to Ontario last summer, Professor Hudson gave a brief summary of the organization of education in that province, describing the status, aims, curricula, &c. of the different grades of scholastic

establishments—Universities, technical colleges, and schools. A discussion followed, the chairman (the Rev. J. O. Bevan), who has also spent some time in Ontario, contributing much valuable information thereto. The meeting closed with votes of thanks to Professor Hudson for his paper, to Rev. J. O. Bevan for his services in the chair, and to Miss Wheeler for her kindness in receiving the section.

BRANCHES.

North Wales Branch, Colwyn Bay Centre.—At a meeting held at Dinglewood, Colwyn Bay, on March 26, James Wood, Esq., J.P., in the Chair, the Treasurer read a report showing a balance in hand of £4. 9s. 6d. It was unanimously resolved that a sum of £2. 2s. be paid by this Centre as a donation to the Teachers' Guild Benevolent Fund. Officers of the Branch Centre were elected and delegates appointed to represent the Centre at Aberystwyth. Mr. Penn, B.A. (Oxon.), read an interesting paper on "The Preliminary Oxford and Cambridge Local Examinations," in which he ably dealt with most of the subjects set forth in the syllabuses of these examinations, suggesting methods of teaching preliminary candidates, and proposing suggestions, by the adoption of which by the delegates the usefulness of the examinations might be enhanced. Mr. Penn's paper proved the basis of a lively and instructive discussion, in which most of the members present took part. The meeting was well attended, and, at the close of the proceedings, the numerous members were kindly entertained by Mrs. Wood.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—Presented by the Author:—Studies in Education—Child-Study and History of Education, by Earl Barnes.

Presented by the Author:—Old Testament Lessons for Secondary Schools (Part I., Genesis), by M. Bramston.

Presented by the Author:—The School-Fatigue Question in Germany, by H. T. Lukens (pamphlet).

Presented per the Hon. Librarian:—The Children: How to Study Them (second edition), by F. Warner.

Presented by Messrs. Geo. Bell & Sons:—Goldsmith's *The Traveller*, edited by the Rev. A. E. Woodward; Selections from Browning, edited by F. Ryland; *Res Græce*, by E. P. Coleridge; *Elementary Conics*, by W. H. Besant; *Examples in Analytical Conics for Beginners*, by W. M. Baker.

Presented by Messrs. A. & C. Black:—*The Age of Richelieu* (Historical French Readings), edited by A. Jamson Smith.

Presented by Messrs. Blackie & Son: *Higher Arithmetic and Mensuration*, by Edward Murray; *The Palmerston Readers*, Book VI.; *The Palmerston Readers Home-Lesson Book*, I., II., and III.

Presented by Messrs. Blackwood & Sons: *The Merchant of Venice*, edited by R. Brimley Johnson.

Presented by the Cambridge University Press: *Cambridge Bible, Isaiah*, Chapters xl.–lxvi., edited by J. Skinner, D.D.

Presented by Messrs. Constable & Co.:—*The Faerie Queene*, edited by K. M. Warren, Books II. and III.

Presented by Messrs. W. and A. K. Johnston:—*Illustrations of Geometry*, Sheet II.

Presented by Messrs. Methuen & Co.:—*Passages for Unseen Translation*, by A. M. Cook and E. C. Marchant.

Presented by the Oxford University Press:—*Essays on Secondary Education*, by various Contributors, edited by C. Cookson.

Presented by the University Correspondence College Press:—*The Intermediate Text-Book of English History*, Vol. IV., 1714–1837, by A. J. Evans and C. Fearenside; *First Stage Magnetism and Electricity*, by R. H. Jude.

Purchased:—*The Herbartian Psychology applied to Education*, by J. Adams; *Plato*, by C. W. Collins (*Ancient Classics for English Readers*).

ABERYSTWYTH CONFERENCE.—By accident Mrs. G. R. Scott's Paper on "The Cooperation between Parents and Teachers," read at the Conference, was not to hand when the Report of the Conference in the *Journal* for May was made up. The following is a short abstract of the paper:—It began by insisting on the importance of a longer and closer acquaintance between parents and teachers, and by laying stress on the need of parents becoming acquainted with the assistants as well as the heads of the schools where their children are educated—especially with the form master or mistress under whom a child may be. The paper brought out two main difficulties which parents have in judging their children's characters and capacities, as evidence of the need of closer communion with their teachers: (1) The difficulty of comparing a few objects which you know very intimately with a large number of objects which you know slightly, and the consequent difficulty of establishing a standard by which to estimate one's own children: (2) a too intimate knowledge of the inherited forces which make up the child's strength and weakness. The teachers have to ignore inherited tendencies, of which they know nothing, and their help and advice are valuable to over-anxious and over-conscientious parents "hag-ridden by heredity." Stress was laid on the need of tact and consideration on

the part of parents. The latter part of the paper went into detail on the ways in which parents can co-operate, specially emphasizing the need of (1) loyalty to the staff, and (2) loyalty to the regulations of the school, treating the questions of regular attendance and homework under this head. Parents were also urged to study *the reasons* for the rules in force in their children's schools.

PUBLICATIONS RECEIVED.

- ALLMAN & SON.—La Triple Analyse. By Henri Blouet, B.A.
 ARGUS & ROBERTSON (Sydney).—Causeries Familiales: A Simple and Deductive French Course. By Sarah Christine Boyd. First Series.—The Growth of the Empire: A Handbook to the History of Greater Britain. By Arthur W. Jose.
 EDWARD ARNOLD.—The Story of the Midlands. Price 1s. 6d.—The Ethics of Hobbes, as contained in Selections from His Works. With an Introduction by E. Hershey Sneath, Ph.D. Price 4s. 6d.—Lessons in Old Testament History. By A. S. Aglen, M.A., D.D. Price 4s. 6d.
 FROM THE AUTHOR.—Dental Hygiene, especially in relation to Children and Schools. By the Rev. J. O. Bevan, M.A., F.S.A. Price 6d.
 C. W. BARDEEN (Syracuse, New York).—Letters on Early Education, addressed to J. P. Greaves, Esq., by Pestalozzi. Price 1 dol.
 GEORGE BELL & SONS.—Bell's English Classics. Selections from Browning. Edited by Frederick Ryland.—Goldsmith's The Traveller. Edited by Rev. A. E. Woodward.—Elementary Conics. By W. H. Besant, Sc.D., F.R.S. Price 2s. 6d.—Examples in Analytical Conics for Beginners. By W. M. Baker, M.A. Price 2s. 6d.
 ADAM & CHARLES BLACK.—The Age of Richelieu, as described by French Contemporaries and French Historians. Edited, with Introduction, Notes, Exercises on the Text, and Subjects for Essays, by A. Jamson Smith, M.A.; and a Preface by Clovis Révenot, M.A. Price 2s. net.
 BLACKIE & SON.—Fighting the Matabele. By J. Chalmers. With Six Illustrations by Stanley L. Wood. Price 3s. 6d.—Palmerston Home Lesson Books. I., price 1d.; II., price 2d.; III., price 3d.—Palmerston Readers, Book VI.: A Story Reader for Standard "0." Price 6d.—Higher Arithmetic and Mensuration. By Edward Murray. Price 3s. 6d.
 CASSELL & CO.—Our Earth and its Story. By Dr. Robert Brown. Part I. Price 6d. (To be completed in 13 parts.)—A Strange Craft and Its Wonderful Voyage. By Edward S. Ellis. With Four Full-page Illustrations by W. M. Cary. Price 2s. 6d.
 W. B. CLIVE.—First Stage Magnetism and Electricity. By R. H. Jude. Price 2s.
 ARCHIBALD CONSTABLE & CO.—Dante's Ten Heavens: a Study of the Paradise. By Edmund G. Gardner. Price 12s.—The Faerie Queene, by Edmund Spenser. Edited from the Original Editions of 1590 and 1596, with Introduction and Glossary, by Kate M. Warren. Books II. and III. Price 1s. 6d. each, net.—The Indian Magazine, May, 1898. Price 3d.—An Essay on Comedy and the uses of the Comic Spirit. By George Meredith. Price 6s.
 GRIFFITH FARRAN, BROWNE, & CO.—Examination Papers in Algebra. (Junior County Scholarships Series, Part II.) Price, with Answers, 2s.; without Answers, 1s. 6d.; Answers only, 8d.
 GRANT & CO.—The "School Board Chronicle" Edition and Manual of The Code for Day Schools. Price 1s.
 HARRISON & SONS.—The Anglican Church Magazine for May. Price 1 franc.
 ALFRED M. HOLDEN.—A New Arithmetic, Theoretical and Practical. By Gilbert A. Christian, B.A., and George Collar, B.Sc. Second Edition. Price 4s. 6d.—A New Geography on the Comparative Method. With Maps and Diagrams, and an Outline of Commercial Geography. By J. M. D. Meiklejohn, M.A. Twenty-first Edition, Revised and Corrected. Price 4s. 6d.—The United States: their Geography, Resources, Commerce, and History. With Chapters on the Tides and Chief Ocean Currents. By M. J. C. Meiklejohn, B.A. Price 6d.
 ISBISTER & CO.—Nature Stories for Young Readers. By Florence Bass. Price 2s. 6d.—Voltaire's Prose. Selected and Edited by Adolphe Cohn and B. D. Woodward. Price 6s.—An Elementary Scientific French Reader. By P. Mariotte-Davies, Ph.D. Price 1s. 6d.—Der Zerbrochene Krug. Edited by Edward S. Joynes. Price 1s.
 W. & A. K. JOHNSTON.—Illustrations of Plants of Commerce: Pepper. Price 3s. 6d.—War Map of United States and Spain. Price 1s.; mounted on cloth in case, 2s.
 LONGMANS & CO.—Boyhood: A Plea for Continuity in Education. By Ennis Richmond. Price 2s. 6d.—Elementary Practical Zoology. By Frank E. Bedford, M.A., F.R.S. Price 2s. 6d.—Longmans' Series of Recitations. Price, Nos. 1 to 16, 1d. each; Nos. 17 to 23, 2d. each.
 SAMPSON LOW, MARSTON, & CO.—The Voice of the Spirit: Literary Passages from the Bible Rewritten, Idea for Idea, in Modern Style. Books I. and II.
 MACMILLAN & CO.—Xavier de Maistre. Voyage autour de ma Chambre. By G. Eugène Fasnach. Price 1s. 6d.—Elementary General Science. By A. T. Simmons and L. M. Jones. Price 3s. 6d.—The Man of the Family. By F. Emily Phillips. Price 6s.—The Parnassus Library of Greek and Latin Texts: Æschylus Tragedies. Edited by Lewis Campbell. Price 5s. net.—The Revolt of the Young MacCormacks. By Violet Geraldine Finny. With Illustrations by Edith Scannell. Price 2s. 6d.—Garden-Making: Suggestions for the Utilizing of Home Grounds. By L. H. Bailey. Price 4s. net.—The Concert Director. By Nellie K. Blissett. Price 6s.—The Pruning Book: A Monograph of the Pruning and Training of Plants as applied to American Conditions. By L. H. Bailey. Price 5s. net.—A Primer of Psychology. By Edward Bradford Titchener. Price 4s. 6d.—The Shorter Poems of John Milton. Including the Two Latin Elegies and Italian Sonnet to Diodati, and the Epitaphium Damonis. Arranged in Chronological Order, with Preface, Introduction, and Notes, by Andrew J. George, M.A. Price 3s. 6d.—Woolwich Mathematical Papers for Admission into the Royal Military Academy, for the Years 1888-1897. Edited by E. J. Brooksmith, B.A., LL.M. Price 6s.—Le Verre d'Eau: A Comedy, by Scribe. With an Introduction and Notes by F. F. Roget, B.A. Price 1s. 6d.—Britain's Naval Power: A Short History of the Growth of the British Navy. Part II. From Trafalgar to the Present Time. By Hamilton Williams, M.A. Price 4s. 6d.—L'Anneau d'Argent. Par Charles de Bernard. Edited by Louis Sers, B. ès L. Price 2s.—The Meaning of Education, and Other Addresses. By Nicholas Murray Butler. Price 4s. 6d.—A Text-Book of Entomology, including the Anatomy, Physiology, Embryology, and Metamorphoses of Insects. By Alpheus S. Packard, M.D., Ph.D. Price 18s.—The Psalms and Lamentations. Edited, with an Introduction and Notes, by Richard G. Moulton, M.A., Ph.D. In Two Volumes. Price 2s. 6d. each.—Manual Training: Woodwork. A Handbook for Teachers. With an Appendix on Modelling in Card-board as an Introduction to Woodwork. By George Ricks, B.Sc. With 275 Illustrations. Price 7s. 6d.—First Sketch of English History, 1689-1895. By E. J. Mathew. Price 2s.—Helps to the Study of Addison's Essays. By C. D.

- Punchard. Price 1s. net.—The Forest Lovers: A Romance by Maurice Hewlett. Price 6s.—Rätzl's History of Mankind. Part 26. Price 1s. net.—Greek Tragedy in the light of Vase Paintings. By John H. L. Huddleston, B.A., Ph.D. Price 6s.—The Tragedies of Euripides in English Verse. By Arthur S. Way, M.A. Vol. III. Price 6s. net.—The Journal of Philology. No. 51. Price 4s. 6d.
 E. MARLBOROUGH & CO.—French Self-Taught. With Phonetic Pronunciation. By C. A. Thimm, F.R.G.S. Price 1s. 6d.
 MOFFATT & PAIGE.—Moffatt's Science Reader, No. 1. A Series of Simple Object Lessons. Price 10d.
 THOMAS MURRY.—The School and College Arithmetic. By Dr. Richard Wormell, M.A. New Edition, Revised and Enlarged. Price 3s.
 THOS. NELSON & SONS.—Nelson's Infant School Song Book: A Collection of Songs, Old and New; Action Songs; Musical Games; Marches; Hymns, &c. No. 1. Price 1s. 6d.
 DAVID NUTT.—The Pocket Interpreter. By V. Culmsee. Price 1s.
 OXFORD UNIVERSITY PRESS.—Lives from Cornelius Nepos: Miltiades, Themistocles, Pausanias. With Notes, Maps, Vocabulary, and English Exercises. By John Barrow Allen, M.A. Price 1s. 6d.—Musa Claudia: Translations into Latin Elegiac Verse. By S. G. Owen and J. S. Phillimore. Price 3s. 6d.—Elementary Architecture for Schools, Art Students, and General Readers. By Martin A. Buckmaster. With Thirty-eight Full-page Illustrations. Price 4s. 6d.—On the Use and Abuse of some Political Terms. By Sir George Cornwall Lewis. New Edition, with Notes and Introduction by Thomas Rayleigh, D.C.L. Price 3s. 6d.
 C. ARTHUR PEARSON.—New Object Lessons: Animal Life. By Frederick William Hackwood.
 GEORGE PHILIP & SON.—Elements of Descriptive Astronomy. By Herbert A. Howe, A.M., Sc.D. Price 7s. 6d.—Phillips' Common Sense Double Entry Book-keeping Books. No. 1, Ledger and Trial Balance. No. 2, Journal. No. 3, Cash Book, Purchases Book, and Sales Book. Price 4d. each.
 SIR ISAAC PITMAN & SONS.—Practical French Grammar. By A. Garnaud, B. ès Sc., and W. G. Isbister, B.A. Price 1s.—Molière's L'Avare. Annotated by the same. Price 1s. 6d.
 G. P. PUTNAM'S SONS.—Handbook of Latin Inscriptions Illustrating the History of the Language. By W. M. Lindsay, M.A. Price 5s.
 RIVINGTONS.—Handbooks of Practical Science: No. III. Experimental Mechanics. By G. H. Wyatt. Price 9d.—A Primer of Latin Grammar. By William Modlen. Price 2s. 6d.—A Primer of Latin Accidence. By William Modlen. Price 1s.—Engelberg and Other Verses. By Beatrix L. Tollemache. Second Edition. Price 6s.—The Empire and the Papacy, 918-1273. By T. F. Tout, M.A. Period II. Price 7s. 6d.—A Simplified Euclid, Book I. By W. W. Cheriton. With a Preface by Elliott Kitchiner. Price 1s. 6d.
 SEELEY & CO.—Our Prayer Book: Short Chapters on the History and Contents of the Book of Common Prayer. By H. C. G. Moule, D.D.
 SIMPKIN & CO.—Old Testament Lessons for Secondary Schools. By M. Bramston. Part I. Genesis. Price 6d. net.
 SONNENSCHNEIN & CO.—Studies in Little-known Subjects. By C. E. Plumptre. Price 6s.—Life in an Old English Town: A History of Coventry from the Earliest Times. Compiled from Official Records by Mary Dormer Harris. Price 4s. 6d.
 ELLIOT STOCK.—The School System of the Talmud. By the Rev. B. Spiers. Price 4s. 6d.
 SUNDAY SCHOOL UNION.—The Empire Reciter. Price 1s.—Frances E. Willard: The Story of a Noble Life. By Florence Witts. With Portraits and Illustrations. Price 1s.
 UNIVERSITY CORRESPONDENCE COLLEGE PRESS.—The Intermediate Text-Book of English History. Vol. IV., 1714-1837. By A. Johnson Evans, M.A., and C. S. Fearenside, M.A. With Maps, Battle Plans, and Chronological Tables. Price 4s. 6d.
 T. FISHER UNWIN.—Karl Marx and the Close of his System. By Eugen v. Böhm-Bawerk, translated by A. M. Macdonald, with a Preface by Dr. James Bonar. Price 6s.

SAFE NOVELS.

A Voyage of Consolation. By SARAH JEANNETTE DUNCAN. (Methuen, 6s.)—The humour of Mrs. Everard Coles's "Voyage of Consolation" is entirely delightful. Mamie Wick, the young lady who needs consolation, and finds it in the end by returning to her first love, is a heroine of very piquant charm and naive wit. And her father the Senator is even better company. We see the family—"poppa," "momma," and daughter—on tour in Europe, and it is difficult to say where and when their observations afford us most entertainment. The Senator, being measured and counselled by a London outfitter, is very good. On the Eiffel Tower his combined shrewdness and conscientiousness inspire us with affection and respect—he is filled with poignant regret for having already wasted so much time in seeing public buildings on foot, "whereas," said he, "from our present point of view we could have done them all in ten minutes. As it is, we shall be in a position to say we have seen everything in Paris. Bramley won't be able to tell us it's a pity we've missed anything. However," he continued, "we must be conscientious about it. I've no desire to play it low down on Bramley. Let us walk round and pick out the places of interest he's most likely to catch us on, and look at them separately. I should hate to think I wasn't telling the truth about a thing like that." But best of all is his report upon "Mona Lisa," which Bramley has told him is a very fine painting that he ought to see. He goes alone in quest of it, Bramley not having made it clear to him whether it is a "picture for the family or not." He comes back radiant. "I've found Mona. She's all right." And when standing in front of her he appeals to his wife: "Did you ever see anything more intellectual and cynical and contemptuous and sweet all in one. Lookin' at you as much as to say: 'Who are you, anyhow, from 'way back in the state of Illinois. Commercial traveller? And what do you pretend to know?'"

His Grace o' the Gunne. By J. HOOPER. (Adam & Charles Black, 5s.)—"His Grace of the Gunne" is a beautiful and touching story of seventeenth-century life. The hero is a boy bred to the trade of a thief, who shows his true character as soon as better examples than those of

the thieves' quarter come into his life. To tell the story would be to spoil the pleasure of reading it. So we will only say that it is a tale of exciting incident and heroic character. The relation between the guardian thief and the little boy he is told off to murder is exquisitely pathetic, and the episode of the witch-burning and rescue is thrilling.

The Hand of the Spoiler. By R. H. FORSTER. (Newcastle-on-Tyne: Mawson, Swan, & Morgan; London: Gay & Bird. 6s.)—Another historical tale deserving of cordial praise in Mr. Forster's "Hand of the Spoiler," a story of the days of Henry VIII. It treats in a genial and humorous manner of the pleasant life at Hexham Priory before the Reformation, and then tells how the good monks, with whom the boy hero had so good a time in the beginning, were ruthlessly and faithlessly despoiled of their home and lands by the despot. The ride to London makes an exceedingly spirited episode. We particularly recommend the story to young readers.

The Potentate. By FRANCES FORBES ROBERTSON. (Constable, 6s.)—Miss Forbes Robertson strikes a more passionate chord in her extremely clever and imaginative sketch, "The Potentate." We recommend this book also warmly, but not so much to the very young, though they will get no harm from it. It is a book of complex thought and feeling, in which the story is subordinate in interest to the psychology. The studies of character are very remarkable—the boy who suddenly becomes a murderer for conscience sake, the conspirator who first tastes the joy of life during the reprieve given him as a refinement of cruelty by the tyrant Cosmo, and, finally, the tyrant himself, are all finely imagined. So are the female characters. Altogether the book is a striking one, well worth reading.

A Chapter of Accidents. By Mrs. HUGH FRASER, author of "Palladia" and "The Brown Ambassador." (Macmillan.)—Mrs. Hugh Fraser's "Chapter of Accidents" brings us back to more everyday ground. It is a book full of high spirits, practical jokes, and rather juvenile adventure, with just enough love and intrigue in the plot to make it a grown-up novel. It is very slight, but it is readable and fairly amusing.

David Lyall's Love Story. By the author of "The Land o' the Leal." (Hodder & Stoughton.)—To say that it is rare in these days to come across a book in the form of a novel of which the whole spirit and tone are in keeping with our heading would be to give much fainter praise than it deserves to "David Lyall's Love Story." The book is absolutely charming, wholesome, and good—a book about which it is no mere phrase-making to say that one feels the better for having read it. In plan, it follows the method of Barrie and Ian Maclaren—that of stringing a number of separate episodes upon a slight thread of connexion, the thread in this case being the love-story of the narrator. The principal character, however, is not David Lyall, but his friend and chief, Robert Wardup, the editor of the *St. George's Gazette*. Wardup is a Scotchman in London, and all the personages of the stories are Scotch; but English readers will be glad to hear that there is hardly any dialect in the book—certainly not enough to spoil the enjoyment of the most benighted Southerner.

John Gilbert, Yeoman. By R. G. SOAMS. (F. Warne & Co.)—"John Gilbert, Yeoman," is an excellent "Romance of the Commonwealth." The writer, whose name is new to us, and whose sex we do not know, is particularly to be congratulated upon the scenes in which Oliver Cromwell appears, also on having found a good many unhackneyed incidents upon which to make the plot turn. The story is all the better for not being over-laboured on the historical side. One reads it from first to last with a genuine interest in the characters and fates of all the personages.

OBITUARY—MISS BOSTOCK.

MANY friends of the cause of the higher education of women will have observed with regret the recent announcement in the papers of the death of Miss E. A. Bostock, who died at her house in Penmaen, Glamorganshire, at the advanced age of eighty years. She was one of that noble band of pioneers of better education for girls, and, though never engaged in teaching herself, was deeply interested in all educational and other movements of the day as they affected women.

In 1863 girls were allowed, for the first time, to try the examination papers set for boys for the Junior and Senior Cambridge Local Examinations—mainly through the untiring efforts of Miss Bostock and Miss Emily Davies. These two ladies had the greatest difficulty in inducing the authorities to allow such an innovation. Encouraged by the success of this effort, in 1864 the same two ladies set to work again, and by their persistence, and by the help of a petition signed by people interested in education, they managed to get girls' schools included in an inquiry into the condition of education then about to be held by a Royal Commission.

But it is with Bedford College that Miss Bostock's name will always be associated, for it was at Bedford College that she lived for many years, devoting her time to the affairs of the College and to the administration of the Reid Trust.

In 1874, when the lease of the College in Bedford Square was about

to expire, it was to Miss Bostock's energy that the present convenient premises in York Place were obtained; she herself contributed largely, and obtained generous subscriptions from friends, towards the expense of the new buildings.

The opening of the examinations of the University of London to women was a great gratification to Miss Bostock, and when, in a short time, a Bedford College student came out top in the mathematical list, she rejoiced to see that the College, to which she had devoted so many years of her life, had made a good start on the course it has since steadily pursued.

In 1885, owing to increasing deafness and failing health, Miss Bostock retired to the beautiful home she had made in Glamorganshire, and only once since visited London, though she never lost her love for, and interest in, Bedford College.

She had lived to see great progress made in women's education, and never tired of contrasting the educational advantages of the present day with those she was able to obtain; but no one who was much with her could discover in what branch she was deficient. She was an excellent French and Italian scholar; an accomplished musician until deafness deprived her of what was a chief solace to her; up to the last, a great reader; in her early days she delighted in sketching, and has left behind her many beautiful examples of her skill.

To her intimates she was of a lively and vivacious disposition, with abundance of wit and a keen sense of fun, perhaps unusual in a woman so thoughtful and earnest.

CALENDAR FOR JUNE.

[Items for this Calendar should reach us by the 24th of each month.]

- 1, 8, 15, 22, 29.—"Social and Economic Problems," by Professor Hewins, Director of the London School of Economics, 12 noon. (Ladies' Department of King's College, 13 Kensington Square.)
- 3, 10, 17, 24.—Lectures on Wagner's "Ring der Nibelungen," in German, by Professor C. A. Buchheim, 12 noon. (Ladies' Department of King's College, 13 Kensington Square.)
- 6, 13, 20, 27.—"Modern Forms of Christianity," by Rev. Dr. Robertson, Principal of King's College, 3 p.m. (Ladies' Department of King's College, 13 Kensington Square.)
- 15.—Post Translations for Competition. Bedford College, London. Last day for sending in Entrance Forms for the Scholarship Examination.
- 22.—Post all School News, &c., and all Advertisements for July issue.
- 25 (noon).—Latest moment for receiving urgent prepaid advertisements of Posts Wanted or Vacant for July issue.
- 28-29.—Entrance Scholarship Examination for Bedford College, London.

The July issue will be ready on Thursday, June 30.

A NICE POINT OF SCHOOL LAW.—On May 6 a case of some importance to the scholastic profession came before his Honour Judge Lumley Smith at the Westminster County Court. Mr. A. E. Hughes, instructed by E. L. Boyer, solicitor, 6 Moorgate Street, appeared for the plaintiff, and counsel, instructed by Messrs. Lindo, appeared for the defendant. The plaintiff, Miss Edith A. Leney, carries on a preparatory school for boys at Radnor Park, Folkestone, and she sued Mr. G. W. Drew, of Charles Street, Berkeley Square, for a term's fees payable in respect of his two boys, in lieu of notice. The condition in the prospectus was "a term's notice or the equivalent fees requested before the removal of a pupil." It appeared from the evidence that Mr. Drew, the defendant, wrote on September 25, 1897, asking that the condition as to notice should be waived in his case. This was replied to by the plaintiff making an offer to accept half a term's notice. This letter was not answered by the defendant, and shortly afterwards the plaintiff wrote withdrawing her offer. The defendant, however, insisted by letter that her offer was binding and needed no acceptance, as that should have been assumed, and he subsequently gave a full half term's notice that he would remove his boys at the close of the term. The points taken for the defendant were: that an acceptance should have been inferred from his silence; secondly, that the word "request" being used instead of "require," no condition was imported into the terms of the prospectus, but a mere desire expressed; and, thirdly, that in any case the amount which should be recovered ought not to include the cost of the boys' board. After full argument, the Judge decided that the plaintiff's offer required a definite acceptance in order to affect the existing contract, and that, although doubtful whether the word "request" could be read as "require," the fact that the defendant asked that the condition should be waived in his case showed that the parties understood it in that sense. With regard to the third point, it was clearly covered by a case decided in the High Court. Judgment was given for the plaintiff for the full fees for the following term with costs.

UNIVERSITIES AND SCHOOLS.

OXFORD.

By the death of Mr. Gladstone, Oxford has lost not only the greatest, but the most faithful and devoted, of her sons. It is touching to be told that the letter of sympathy which the Council of the University commissioned the Vice-Chancellor to send him had power to cheer his last hours of pain and failing strength. The question of a special Oxford memorial cannot, of course, be formally raised at present; but it is widely—indeed, no doubt, universally—felt that there is no body in England to which the duty and privilege more clearly belongs of commemorating Mr. Gladstone than the University of Oxford. He was by far its most distinguished member; he represented it in Parliament for twenty-one years; and for seventy-eight years he cherished towards it the most passionate devotion. Oxford is still, as it always has been, a Conservative body; but the old political bitterness is long extinct; and the desire to mark the national loss with some worthy memorial will certainly be felt without distinction of party.

The only important educational proposal which has this term been made in Congregation was the attempt to establish an Honour School of Agricultural Science. The statute was promoted by the authorities of that vigorous institution Reading College, to the successful founding of which the zeal and liberality of Christ Church so materially contributed. The school would have been a great benefit to Reading College, encouraging students to spend a year in Oxford after preliminary study at Reading, and securing a proper standard by entrusting the organization of the examination to a strong Board of Studies. At the same time, the school would have been useful to many Oxford men who, by position or professional work connected with agriculture, would have been able to qualify themselves by systematic study of the subject after the close of their academic course. The proposal was brought forward in a careful speech by the Dean of Christ Church, supported by the Warden of All Souls, Mr. Wright Henderson, and Mr. Mackinder, the Principal of Reading College.

In spite, however, of the advocacy of these not very revolutionary persons, the statute was rejected, in a small House, by a majority of two votes. This was rather a surprise, as the assailants (Mr. Walker and Prof. Vines) did not seem particularly cogent in argument, and there had been no general expectation of serious opposition. The financial terror, often fatal to new proposals, was in this case absent, as it had been expressly stated, in a note to the draft statute, that no money would be required for new laboratory accommodation in Oxford, since there was ample provision for theoretical and practical instruction at Reading. Our old friend "the wedge" held up its familiar "thin end," affirming that you couldn't draw the line at agriculture, but would have to go on to brewing. But probably the real cause of defeat was the objection to confer Oxford honours on students who had acquired their special knowledge at Reading. Over this fear neither the advantage of including a new and important study in the Oxford course, nor the desire to strengthen the tie between Reading College and the University was able to prevail. The result was the more disappointing, as probably a slightly more vigorous effort on the part of the promoters would have enabled them to carry their point.

The old question of a three years' Honour Course has again come up, and a paper of suggestions has been circulated, signed by the President of Trinity (Professor Pelham) and Professors Bywater and Stuart. The proposal is substantially to do away (for students of Literæ Humaniores) with Honour Moderations, and so to reunite the separated parts of the classical studies in a single examination, to be taken after three years. It is suggested that there should be a *necessary* part (including some history and philosophy, and the present books taken in Moderations), and a higher part where the student can *select*. Six options are suggested—two in History, two in Scholarship, and two in Philosophy; and a candidate may choose any two.

It is impossible to judge the scheme fully without longer consideration, but a few remarks suggest themselves at once. Nothing is said in the proposal of the other Honour schools, but it is manifest that a three years' course cannot be adopted for one Honour school only. The case of the large number of men who take Honour Moderations and then pass to Modern History, Law, English, and Theology must be considered, and provided for. Another point also is obvious. A very large number of schoolmasters receive their academic qualification at Oxford; they qualify by Honour Moderations for classical masterhips, and take a final school in History or Lit. Hum. afterwards. It will not do either to force them all into Literæ Humaniores or to reduce the value of their purely classical qualification. On the other hand, the principle underlying the new scheme, to allow in the higher work options between History, Philosophy, and Scholarship, is one for which there is a great deal to be said. The growth of specialism has made the present course in "Greats" very difficult. The ground to be covered is very large, and three important studies cannot much

longer be pursued together. The time has probably come to meet the case by options.

CAMBRIDGE.

The term has been marked by two large divisions in the Senate. The great "Paley question" has been set at rest, for a time, by the rejection of both the alternative proposals submitted by the General Board of Studies. The Senate, by sufficient majorities, refused to substitute for it Old Testament History, or to abolish it altogether. The suggestions for the supersession of Paley came originally from the Divinity Faculty; but a curious combination of conservative sentiment and lack of confidence in the Faculty as at present constituted was manifestly operative in bringing about a hostile decision. Something of the same spirit appeared in the wordy warfare that raged over the proposal to recognise St. Edmund's House as a public hostel for the education of Roman Catholic secular priests. The Professor of Divinity and the general body of academic Liberals were in favour of the recognition, which was justified by the precedent of Selwyn, by the "spirit of the Tests Act," and by considerations of enlightened tolerance and fair play for all religious denominations. But the young agnostic philosophers joined forces with the old and timorous Protestant Conservatives; a vigorous canvass of non-residents was pushed during the vacation; fly-sheets whose arguments were mutually destructive, but whose common conclusion was "No Popery," were lavishly circulated; and in the end the Tolerationists were defeated by a majority of two to one, though the resident *placets* probably exceeded the *non-placets* in number as they certainly did in weight and University position. St. Edmund's will doubtless now apply for a licence as a private hostel, the only practical difference this will make being that the validity of the licence is coterminous with the tenure of the principal. As many of the opponents of the larger recognition indicated their preference for the smaller, it is not likely that the latter will be successfully opposed. The House will thus be enabled quietly to fulfil its purpose, which is to secure that Roman Catholic parochial priests and clerical teachers shall have a Cambridge training in non-theological subjects.

Dr. A. F. Kirkpatrick, Regius Professor of Hebrew and Canon of Ely, has been appointed Master of Selwyn in succession to the late Bishop Selwyn. A meeting for the purpose of raising a suitable memorial to the latter has been held, and the suggestion meets with ready approval from all classes of Cambridge men.

Eight of the fifteen men of science chosen for the Fellowship of the Royal Society belong to Cambridge. St. John's heads the list with three—Mr. Baker (mathematics), Mr. Parsons (engineering), and Mr. Seward (botany and geology); Trinity has two—Mr. H. M. Taylor (mathematics) and Mr. Scott (chemistry); Dr. Brown (astronomy), of Christ's, Dr. Harmer (zoology), of King's, and Mr. E. W. Reid (physiology), of Cavendish, complete the list.

The projected Diploma in Arts for external students was criticized in a somewhat carping spirit in the Arts School. Dishonest persons would assume the title "D.A. Camb.," with intent to mislead an ignorant public, who would read these symbols as implying a Doctorate. The University Extension movement was a lamentable failure which the Syndicate were trying to bolster up by a fresh encroachment on the privileges of residents. The critics were the protagonists in the attack on St. Edmund's House, and they must be astonished at their own moderation in refraining from the argument that the new diploma would be attainable by Romanists! The question was brought before the Senate on May 26, and decided in the negative by 122 votes to 70. This is probably the first check which the Local Lectures Syndicate has received, and it goes, with other recent votes of the Senate, to show that the reactionists have at present the upper hand in the University.

The Rede Lecture by Sir Henry Irving will be given on June 15, and the opportunity will be taken to confer our honorary degree upon him and others of note in the world of art and letters, including Sir Edward Poynter, Mr. F. A. Penrose, Mr. Leonard Courtney, Mr. James Bryce, Dr. Edward Caird, and Dr. S. R. Gardiner.

The Teachers' Training Syndicate report that during the year 1897 they examined 154 candidates in the Theory, History, and Practice of Education; and 152 for the certificate of Practical Efficiency. In the former examination all but eleven, in the latter all the candidates, were successful. The examiners report that "the general quality of the papers improves substantially, though not by any rapid degrees, from year to year."

A report by the Previous Examination Syndicate proposes, in order that this examination may be made more accessible to schoolboys in their last year, that it shall be opened to candidates who are not yet members of the University. They must intend *bona fide* to matriculate, and, "as an evidence of good faith," pay their matriculation fee. The June examination must be put somewhat later in the month, to avoid the bustle of the "May-week," and a new examination must be provided at the end of March. If these arrangements are carried out Cambridge will offer the same facilities as are now given by Oxford. The "Previous" will thereby tend ever more to become the entrance examination for college and University, an end which will be welcome alike to schoolmasters and to college tutors.

The General Board report that the time has come for the establish

ment of a Professorship of Ancient History, and propose that the stipend be £600 a year.

The following appointments and elections are announced:—Dr. Waldstein to be, for another term, Slade Professor of Fine Art; Mr. H. Y. Oldham to be Reader in Geography; Mr. A. C. Seward, one of the new F.R.S.'s, to be Lecturer in Botany; Dr. Joseph Griffiths to be Reader in Surgery; Mr. E. W. Barnes, of Trinity, and Mr. W. A. Houston, of St. John's, to be Smith's Prizemen; Canon Gore to be Lecturer in Pastoral Theology; the Master of Emmanuel to be Secretary of the General Board of Studies; Mr. R. Pendlebury to be Lecturer in Pure Mathematics.

LONDON.

The Senate duly elected, on April 27, the Examiners for the year 1898-9. All the old examiners who offered themselves were, as usual, re-elected, though there was some competition in a few subjects, in which both examiners stood again, *e.g.*, French, German, and History. The examiners who did not serve in 1897-8 are:—Holy Scripture, Rev. C. F. Burney, M.A.; Political Economy, Prof. W. A. S. Hewins; Botany and Vegetable Physiology, Prof. F. W. Oliver; Comparative Anatomy, Prof. G. B. Howes; Equity and Real and Personal Property, E. J. Elgood, M.A.; Surgery, W. Watson Cheyne, M.B.; Anatomy, Prof. A. H. Young; Physiology, Prof. J. G. McKendrick; Materia Medica and Pharmaceutical Chemistry, D. J. Leech, M.D.; Assistant Examiner in Mathematics, A. Larmor, M.A. These gentlemen enter upon their duties on July 1. Separate examiners are now appointed in History, and Professors Gardiner and York Powell are now regularly confirmed in their office, as are Mr. Storr and Prof. Sully as Examiners in the Art, &c., of teaching. It will be interesting to note whether the retirement of Prof. Reynolds Green in Botany makes a difference in the percentage of failures in that subject.

Twenty-five candidates from India and the Colonies presented themselves for the last Matriculation, fourteen passing, none in Honours.

The Committee of the Earl Granville Memorial Fund presented the balance of £270 to the University, to be added to the fund for the "Granville Scholarship." The Memorial takes the form of a statue in the central Lobby of the Houses of Parliament.

The ordinary meeting of Convocation was held May 10, when Mr. Busk, the Chairman, and Mr. Allen, the Clerk of Convocation, were re-elected amid applause, the former for three years.

The twelve members of the Standing Committee who (for the first time this year) retired by lot, were also re-elected, as were two members who had forfeited their seats through insufficient attendance. There was no competition, and the election was practically a farce, as only one outside candidate had been nominated, and he was not elected. It was publicly stated last year that the different schools of opinion should be fairly represented on the Standing Committee; but almost nothing was done then, and still less this year. This is much to be regretted, as it is well known that many distinguished graduates have in the past given up attending Convocation because they fancied it was controlled by a clique, and now, when it is more than ever essential that the Committee should be really representative, it practically, year by year, remains in the hands of one party—that of the friends of the London colleges and the Cowper Scheme.

The report of the Committee on Laws was received, and the date of the ordinary meeting in October was altered from the last to the second Tuesday in that month, the reason being that extra expense was incurred on account of the theatre not being available for the B.A. examination.

In a very small House a graduate (whose name is not to be found in the official list, but who has possibly been recently re-admitted) moved: "That in the opinion of the House the Government ought to take the sense of the House of Commons upon the present London University Bill in a division." The object of the motion did not seem clear, as the scheme of the Bill had been approved (by 75 to 42) at the last meeting, and it was pointed out that Members of Parliament were probably in very few instances in a position to give an opinion on the London University question. The motion was passed by a majority of five votes only.

Next day, May 11, the annual celebration of Presentation was held in the theatre, and was presided over by the Chancellor, Lord Herschell, supported by the Vice-Chancellor, Sir H. Roscoe, and Sir J. Lubbock, the Member for the University. A notable feature was the large proportion of women in the First Classes at B.A. Seven women took the M.A. out of a total of twenty-two, and one the D.Sc. out of six.

The Chancellor referred to the valuable outside aid that had been rendered in the revision of the syllabuses in the different faculties, and went on to repeat in large measure the same views that he expressed last year on the subject of the reconstruction of the University, and emphasized the strictly legal or technical view as to the right of veto on any change in the constitution of the University being vested in Convocation in session, and not in the majority of their entire numbers, thus missing the crucial point, *viz.*, that in the mass of the graduates, and not in the London meeting, lies the only authority or body that has the

interests of the non-collegiate students and graduates really at heart. He endeavoured to make a second point, *viz.*, that, as some money is voted by Parliament towards the expenses of the University, it should have the controlling voice. This has met with general dissent, as the accounts have, for some years, shown, that, with inconsiderable exceptions, the income from fees has balanced the vote in Parliament. Sir J. Lubbock followed with some optimistic remarks on the progress made, and to be expected, in science and medicine, and carefully eschewed all controversial matter.

The nomination of three persons (the third being merely nominal) for the vacant seat on the Senate was fixed, not for the ordinary meeting, but for May 24, doubtless owing to the long notice that has to be given. Immense activity has been displayed by the supporters both of Mr. Moulton and Dr. Benson, and the output of election literature has been enormous. Mr. Moulton's committee was first in the field, and obtained the unprecedented number of 1,315 nominations, in addition to others, even from India and the Colonies, that have come in since. Dr. Benson obtained only 538, but he has had Dr. Napier and his old secretary, Mr. Trappe, working might and main for him. There is no doubt that both candidates were admirably selected, and were the very strongest that could have been put forward.

Mr. Fletcher Moulton is so distinguished, both as a University man and in his profession, and is, as a member of the Moulton family, so popular among Nonconformists, specially in view of the recent death of his brother, Dr. Moulton, which attracted much attention, that it was clear that Dr. Benson, backed though he was both by those of his old followers whom he could carry with him and by the whole phalanx of the "Cowper" party, would have hard work to hold his own.

Mr. Moulton's Committee, in addition to circulars, had early issued a substantial folio: "Case against the London University Bill," based, in large measure, on Dr. Benson's "Case" against the Bill of 1896, but, of course, modified, and with additions. Dr. Benson's chief document was a "Note" on the Compromise, expressed, as are all his contributions, in weighty and dignified language. The fault on both sides was that the strong points of the enemy's, and the weak points of their own, position were mainly ignored. Shortly before the day for election, however, appeared three leaflets, bearing strong internal evidence of authorship, and characterized, to put it mildly, by zeal rather than courtesy or discretion. These were promptly and wisely disowned by Dr. Benson and the Committee.

May 24 was the polling day. The poll was the heaviest that has ever taken place, being 500 in excess of the votes cast in 1895, when Dr. Napier defeated Mr. Cozens-Hardy. Just after eight o'clock Mr. Busk read out the figures, as follows:—Moulton, 1,344 votes; Benson, 1,139; Daphne, 15; giving a majority of 205 votes for Moulton. A few votes that arrived by telegraph or post-cards were disallowed. Neither candidate was present, and Dr. Silvanus Thompson, who, when in 1896 his candidate was defeated, moved for a recount, was conspicuous by his absence.

The question now is: What will be the effect of this vote on the fortunes of the London University Bill? The idea seemed pretty general that a big majority for Moulton would have killed the Bill. This vote, heavy as it is, and being the outcome of so full a statement of the situation, is certainly worthy of respect. It seems to show that, as was forecast in this column, the majority of the graduates are not unwilling to accept a genuine and satisfactory compromise, but that they are of opinion that the present one is insufficiently secured. The singular conduct of the Government, too, in allowing the compromise of 1897 to be broken, in the four important points to which I drew attention, has doubtless had its effect. It is to be earnestly hoped that the Government will cancel these infractions and concede further amendments, such as those I pointed out in the *Journal* of April and of last August. This is, I am convinced, the true policy, and would remove most of the scruples of the many graduates who supported Mr. Moulton in the hope of gaining further safeguards; and so could, at the same time, disarm, to a great extent, the gathering forces of opposition in the Commons. It is ominous that this day (24th) it is announced that one of the objects of the Radical party this Session will be the offering of a determined opposition to the London University Bill. The difficulty is to get the various institutions to agree to any further points. This victory shows that the effort should be made, and I hope that Sir J. Lubbock, who has the amendments referred to, will bring the colleges, &c., to concede such points, which, indeed, are in no way inconsistent with their essential demands. In this way, and in this way only, shall we emerge from the present *impasse* and be enabled to divert our energies from agitation to education.

WALES.

The annual extra-collegiate meeting of the Court of the University took place at Carnarvon on Wednesday, April 27, under the presidency of Dr. Isambard Owen, the Senior Deputy Chancellor. Dr. Owen was re-elected Senior Deputy Chancellor, and Lord Tredegar was elected Junior Deputy Chancellor in succession to Mr. Humphreys Owen, M.P., who did not offer himself for re-election. A financial statement for the year ending in March last was presented by the Executive Committee, showing a total expenditure of £5,281, and receipts

amounting to £5,369. An intimation had been received from the Treasury that the provision which they were prepared to ask Parliament to vote for the coming financial year was £3,900.

A letter was read from the Chancellor (H.R.H. the Prince of Wales) approving the resolutions of the standing Executive Committee to take steps so that the University might be placed on the same footing as the Universities of Oxford, Cambridge, and London, and the Victoria University, in respect to the question of legal education, also of their intention to endeavour to arrange that the matriculation examination should be duly recognized as a preliminary examination for solicitors, the Incorporated Law Society having given consent to such recognition. His Royal Highness hoped, therefore, that the Court would promote the necessary Bill.

On the report of the Senate, it was decided to admit the Rev. T. C. Edwards, Principal of Bala College, to the degree of Doctor of Divinity, *honoris causa*, in recognition of his services to higher education in Wales, as the first Principal of Aberystwyth College, and of his contributions to New Testament scholarship. It was also decided to award, next autumn, a fellowship tenable for two years, with possible renewal for a third year, in recognition of exceptional merit.

The following were elected members of the Executive Committee:—Messrs. T. E. Ellis, M.P., Humphreys Owen, M.P., Brynmor Jones, M.P., Cadwaladr Davies, Principal Rhys, Professors Anwyl, Dobbie, and Powell, Mr. R. D. Roberts, Miss E. P. Hughes, Lady Verney, and the Hon. G. T. Kenyon.

On the Theological Board the following representatives were appointed:—Principal Fairbairn, Principal Ryle, Professors Rendel Harris and Adam Smith, Dean Howell, Archdeacon Pryce, the Revs. J. D. Walters, J. M. Jones, R. J. Rees, W. Evans, Llewelyn Edwards, and Dr. Ethel.

During the day, the Court, accompanied by the Mayor and Corporation of Carnarvon, together with the leading townspeople, formed into a procession, and marched to the Castle Square, where stands the statue of the late Sir Hugh Owen, the father of Welsh higher education. The Senior Deputy Chancellor and the Vice-Chancellor placed on the statue a large wreath of lilies and violets, bearing the initial letters P. C. (Prifysgol Cymru). After Dr. Owen had addressed the meeting in English, and Principal Roberts in Welsh, Welsh choruses were sung by a choir of school-children, and the ceremony ended by the singing of "Hen Wlad Fy Nhadau."

The ordinary half-yearly meeting of the Central Welsh Board of Intermediate Education was held at the Town Hall, Rhyl, on Friday, April 29. Mr. Humphreys Owen was unanimously re-elected Chairman, and Principal Viriamu Jones Vice-Chairman, for the ensuing year. The following reports were considered:—the Draft Annual Report of the Central Welsh Board Scheme; the Report of the Charity Commissioners; and the Draft Proposals for the establishment of the Central Welsh Board Certificates. The proposed regulations for the Junior and Senior Certificates were accepted. The Honours and Commercial Certificates were referred for further consideration and report when the former two had been put into working order. A proposal to appoint assistant inspectors was referred to the Executive Committee for consideration and report.

SCOTLAND.

Professor Johnstone, of Aberdeen University, has got an Act of Parliament for his own special benefit. The circumstances that have led the Legislature to interfere in Aberdeen University affairs, are, no doubt, fresh in your readers' memory. In 1896 the Senate of the University and the University Court recommended that the Professor should be retired from his Chair upon a retiring allowance. Unfortunately the University had no funds from which the retiring allowance could be secured, and the purpose of the Act is to secure the retiring allowance upon the emoluments of the Chair. This was the original proposal made by the University authorities, but the Privy Council pronounced it illegal.

Professor James Seth, Sage Professor of Moral Philosophy in Cornell University, U.S.A., has been elected to the Chair of Moral Philosophy in Edinburgh University. The appointment has given general satisfaction. He is brother of the Professor of Logic and Metaphysics in Edinburgh University.

In Scotch medical circles the institution of the Royal Army Medical Corps is extremely popular, and may be expected to attract to the service some of the most distinguished of our young medicals. For a short time the Army Medical Service has been very markedly out of favour.

At the last annual meeting of the Glasgow and West of Scotland Technical College for the distribution of prizes, &c., a pleasing record of progress was laid before the large gathering of students and their friends. During last session there were 319 day and 3,240 evening students, an increase of 97 over the preceding year. The success of the students at external examinations was of a brilliant kind, and one marvels how so much good work is done in such poor buildings. The college accommodation is really a discredit to a commercial city like Glasgow. We observe that the Corporation has resolved that no portion of the residue grant is to be allocated for the relief of local taxation.

May we hope that of the money thus ear-marked for other purposes the Technical College will receive a substantial share?

Lord Balfour's Bill to allow any School Board that thinks it would be in accordance with the public opinion of its constituents to approach the Scottish Education Department and the Privy Council, with the view of having a higher standard than Standard V. fixed for the labour certificate of their district, has not created much enthusiasm. Some think it goes too far in proposing any change in the existing law; some think local option is out of place in such a case; many are prepared to accept it on the ground that half a loaf is better than no bread. As you are aware, Lord Balfour is spoken of as the next Viceroy of India, and some curiosity is expressed in educational circles as to his successor in the Secretaryship. Sir Herbert Maxwell's is the most likely name that we have heard mentioned.

The negotiations for the transfer to Glasgow School Board of the endowed Hutcheson's secondary schools have reached the stage indicated in the following statements:—“(1) The Board recognize the Hutcheson's schools as part of the educational system of Glasgow, for which funds have been provided with Parliamentary sanction. They have always taken these schools into account in establishing schools for the southern part of the city, and they have no wish to see the *status quo* departed from. (2) If the schools were to be handed over to the School Board to be maintained on their present footing as grammar or secondary schools, the Board could not undertake to do so unless the whole funds at present applicable to the schools were handed over along with them, as stated in the Board's letter of March 9 last; and the Board could only regard any other appropriation of a part of the funds as *pro tanto* a burden laid upon public ratepayers and taxpayers. (3) If, notwithstanding these considerations, the governors still propose to transfer the schools with a limited subsidy, as set forth in Articles 1 to 10 of the memorandum accompanying your letter of the 6th instant, the Board are willing to take them over on the understanding that they would be conducted as schools with secondary departments, working up to the honours grade of the Leaving Certificate Examinations, and that the junior classes would be placed under the Code; but they could only do so on the conditions laid down in their letter of the 5th ultimo.”

A return issued from the Scotch Education Department shows that last year the annual grants for day scholars in Scotland amounted to £644,700, being a decrease of £17,243 as compared with the preceding year, and that the grants for evening scholars were £51,153, or £2,343 more than in the previous year. The fee grants for day scholars amounted to £313,390, being an increase of £11,451. The total grant, including the not very heavy charge for administration, was £1,121,041, showing, on the whole, a slight increase. Classified according to the denomination of recipients:—£612,514 comes under the head of public schools; £20,280, Church of Scotland; £19,484, Free Church; £15,892, undenominational; £12,672, Episcopal; and £57,937, Roman Catholic schools. The number of scholars for whom accommodation is provided in the various schools is 853,641, and the average number of scholars in attendance was 611,205, both figures being higher than those for the previous year. In the public schools there is accommodation for 740,089, the next highest figure being 70,736, in respect of Roman Catholic schools.

Last month we recorded the death of Dr. Morrison, Principal of Geelong College; this month we have to record the death of his brother, Dr. Thomas Morrison, Principal for 47 years of the Glasgow Free Church Training College. The deceased was a distinguished authority on education and a leading member of the Educational Institute.

Some dissatisfaction is expressed with the test applied to pupil-teachers at the end of the second year. This, it is urged, should be so severe as to constitute a real barrier to candidates that are not likely to finish their apprenticeship with credit. This view finds formal expression in a report by a sub-Committee of the Educational Institute. The same Committee thinks that Leaving Certificates alone should not qualify for admission to the training colleges, but should count *pro tanto*, the Department either fixing an arbitrary value, as in the case of Science and Art certificates, or crediting each candidate with the number of marks actually gained. The Committee regrets that the control of the training colleges by denominational bodies still prevents the admission of Queen's scholars in order of merit, and maintains that the time has come when such institutions should be nationalized. We understand that certain School Boards are arranging to bring under the notice of the training college authorities the question of the order in which Queen's scholars are admitted to the colleges.

At the ecclesiastical gatherings that mark the month of May in Edinburgh, the training colleges were under consideration in connexion with the reports submitted by the Education Committee of the Established and Free Churches. General satisfaction was expressed with the increase in the number of male candidates for admission, and with the increase allowed by the Department in the total number of students in training. On the other hand, complaint was made that the religious training of the students does not find adequate expansion in the work they are called on to perform in the public elementary schools. This is a matter of opinion. Clergymen having seats on the largest Boards assure us that religious instruction is not neglected in the schools, although they admit that dogmatic teaching is the work of the churches.

IRELAND.

The managerial grievance in Irish primary schools has been brought to an acute stage by the recent case of Mrs. Sullivan, of Leixlip, near Dublin; and it is probable that the striking example of the injustice of the system which her treatment has afforded will at last bring about an alteration.

Last October Mrs. Sullivan, the mistress of the Leixlip School, was dismissed without either the usual three months' notice or equivalent salary, by the manager of the school, Canon Hunt. Mrs. Sullivan has been thirty-two years a teacher, and in three years time is entitled to a pension of £34 a year. Her dismissal would preclude her getting further employment, and her pension would be only £20. The cause of the dismissal was an accusation brought by Canon Hunt against some girls, former pupils of Mrs. Sullivan, which he made publicly in the school on October 1. He charged them with theft and scandalous behaviour in church, implying still stronger imputations. He said, in answer to Mrs. Sullivan's inquiry if he assailed her character through her pupils, that he most certainly did. Subsequently, one of the parents of the girls writing for an explanation to the Canon, he dismissed Mrs. Sullivan peremptorily, using violent language concerning her, and calling her a "vile, bad, wicked woman." The case was heard last week, the judge being Chief Baron Palles, who is a strong Churchman and a Commissioner of National Education. He charged strongly in Mrs. Sullivan's favour, and the verdict awarded her £21. 10s., that is, the three months' salary due to her, and £200 as damages for slander. It is said that, but for two jurors much under the influence of the Church, the damages would have been £800. Since the trial, Mrs. Sullivan has been reinstated in her school by Canon Hunt, acting under the advice of Archbishop Walsh.

The case has excited much attention from the emphatic statement of the judge that no court would impugn Canon Hunt for dismissing the teacher without cause, provided he had given her three months' notice, or the equivalent salary, and had not slandered her. By law, the teacher was entirely at the mercy of the manager, nor could the National Board interfere to have her reinstated, or provided with other employment. As to the Maynooth resolutions, allowing an appeal to the Catholic bishops, they are shown to be so much wastepaper. A memorial of the parishioners proved of no avail, and, on Mrs. Sullivan's appealing to the Archbishop, he said that he could not interfere.

The matter is now before the National Board, who can apply to the Lord-Lieutenant to alter the present state of things. If his authority be not sufficient, an Act must be obtained to redress the grievance. It is highly improbable now that matters can be left in their present state.

It is said that all the arrangements in the Education Office are complete for handing over to each teacher his share in the arrears of his grant, to get back which there has been such a long fight. The money, however, has not yet been paid by the Treasury, and, until it is, the matter cannot be regarded as safe. As to the legality of the Commissioners paying over to the Treasury the increased premiums paid by teachers to them under the new pension scheme, notwithstanding the opinion of Chief Baron Palles that it is illegal, the Commissioners have resolved on doing so, rather than involve themselves in a dispute with the Treasury. It therefore remains for some individual teacher to test the question in a court of law.

In reply to a question by Mr. McHugh in the House lately, it was announced that the Government had been making inquiries as to the constitution of Catholic Universities in foreign countries, and hoped soon to lay the replies on the table, Germany only having not yet answered. It will be remembered that such inquiries were suggested in the debate on the Irish University question, in the beginning of the Session, as a help in deciding on the constitution of the proposed Catholic University.

The Committee appointed last year by the Royal Dublin Society to inquire into the state of science teaching in Intermediate schools has recently reported. The report draws attention to the alarming decline in the numbers studying physical science under the Intermediate system. In 1879, the first year in which the Intermediate examinations were held, 3,218 boys altogether were examined. Of these, 881 took Physics, and 484 Chemistry. The numbers taking these subjects continued to increase till 1891, when the total number of boys examined was 3,856, of whom 1,790 took Physics, and 1,095 Chemistry. In the following year the Board received an additional grant of about £40,000 a year; higher results fees and prizes were given, and the whole system largely expanded; but immediately the study of science rapidly declined, until, in 1897, the total number of boys examined was 6,661, while only 596 took Physics and 312 Chemistry. This extraordinary state of things is not accounted for by any change in the rules. I may mention that the decline is more marked even than the report of the Committee makes plain. In 1879 every science subject was on the programme; now only Physics and Chemistry are allowed, so that the decrease in the numbers of those obtaining the discipline of science study is much greater than these figures indicate.

A similar decline is noticed by the report as occurring in the results-fees earned in Ireland under the Science and Art Department. In 1893 the total amount was £7,325. 6s.; in 1895 it was £4,809. 7s. 6d.,

while during the same period it has largely increased in the whole United Kingdom.

The report also does not notice the continual complaints of the examiners, in their reports to the Board, of the bad method of study, the mere cramming from the text-books of which the answer-papers give evidence.

The R.D.S. report recommends that higher results-fees and prizes should be awarded, to make science as remunerative and attractive as the literary subjects, which are at present much more highly rewarded.

It also points out that inspection, to ensure that science is properly taught, is necessary, and that the Board has by the charter every power to carry out this, and make the satisfying of expert inspectors a condition of earning results-fees. They suggest that this might be effected, for the present, by requiring schools to place themselves in connexion with the Department of Science and Art as a condition of earning results-fees on science subjects.

This is hardly a happy suggestion. If it were responded to by the schools (which is most unlikely, as the arrangements of the Department are disliked in Ireland), it would increase all the present evils of children earning results-fees by cramming for examinations, their examination in these subjects being doubled.

The report which was printed has since been modified on its adoption by the Council, and will be presented to the Lord-Lieutenant, asking him to appoint a Committee of Inquiry. Such an inquiry will, it is believed, be held shortly into the whole working of the system, with a view to modifying the examinations and introducing inspection. The system at present established is certainly one of extraordinary memory-cramming—which injures both body and mind, and leaves character and the most valuable faculties untrained. None the less is it a most difficult problem to substitute a better one in Ireland, where sectarian differences are very great.

Mr. J. T. Beare has resigned the Chair of Mental Philosophy, which he has held since Dr. Maguire's death in Trinity College. This adds to the large number of changes that have taken place recently in the College. The examinations for fellowship and scholarships are now proceeding.

BEDFORD COLLEGE, LONDON, FOR WOMEN.

On "Commemoration Day," which this year fell on Wednesday, May 11, the Council and Principal held their annual "At Home" at Bedford College.

Earlier in the afternoon, Miss Ethel Hurlbatt, the recently-appointed Principal, had presented ten of the twelve graduates proceeding from Bedford College to the Chancellor for admission to their respective degrees in Arts and Science as follows:—Miss M. A. Hanbridge, M.A. For the B.A. degree: Miss N. N. Catty, Miss Bertha Stagg, Miss E. E. Barber, Miss E. M. Bullen, Miss R. R. Reid, Miss M. A. Turner, Miss F. Greatbach. For the B.Sc.: Miss E. E. Humphrey and Miss B. Tchaykovsky. Two of the B.A.'s, Miss B. Rickwood and Miss R. L. Monkhouse, holding posts, the one in Ladies' College, St. Helier's, Jersey, the other in the Mansfield Grammar School, were not able to be present.

Both Miss Headley, M.A., and Miss Kelly, B.Sc., presented, the one by University College, Cardiff, the other by University College, London, were old Bedford College students.

On the return from Burlington House there was, from 4 to 7 o'clock, a large gathering, at the College, of friends, old and new, of those interested in educational movements, of students past and present; many of these wearing academic costume, always a special feature of the Bedford College gatherings.

A special course of lectures on the "Teaching of Science," with special reference to experimental methods, and followed by practical work this term, is being delivered by Miss Edith Aitken, of the N.L.C.S., in connexion with the Training Department.

SCHOOLS.

HIGHBURY HIGH SCHOOL.—The annual prize giving was held on Monday, May 16, in the large hall of the Highbury Athenæum. The audience was a large one, numbering about seven hundred visitors. The Bishop of Ripon distributed the prizes, and delivered an interesting and eloquent address on Modern Education. There were also present—Mrs. Lecky (Member of Council), Mrs. Boyd-Carpenter, the Rev. Prelendary Barlow, D.D., Vicar of Islington and Rural Dean, the Rev. Canon McCormick, Mr. Benjamin L. Cohen, M.P., and Mr. W. Bousfield, Chairman of the G.P.D.S.Co. A programme of part singing and school songs was admirably rendered by the choir, under the direction of Mr. John Farmer, of Balliol College, Oxford. The Company's Scholarships and Clothworkers' Exhibition were gained by Edith Goodyear, Violet Clapham and Grace Stubbs respectively. During the year four outside scholarships have been gained by pupils in the school:—Read Trust Scholarship of £40 per annum for two years; scholarship at Westfield College of £50 per annum for two years; scholarship at Royal Holloway College of £40 per annum for three years; History Scholarship at Somerville College, Oxford, of £40 per annum for two years.

CONTENTS.

	PAGE
OCCASIONAL NOTES	391
TECHNICAL EDUCATION	394
SIR JOHN GORST'S EDUCATIONAL ESTIMATES	395
CHILD STUDY	396
CONTINENTAL DEGREES IN MODERN LANGUAGES FOR ENGLISH STUDENTS. BY P. SHAW JEFFREY...	397
CORRESPONDENCE	399
English Secondary Education in the light of the New "Return"; Annual Reports of County Council Technical Education Committees; How can we Correlate Studies?; "Return of Pupils in Secondary Schools"; The New "Doctorat" in the University of Paris; English Literature in Schools; "Boyhood"; Joint Agency for Men Teachers; The Censorship of School-Books; Summer Courses of the Alliance Française.	
COLONIAL AND FOREIGN NOTES	404
UNIVERSITIES AND SCHOOLS	406
THE ORGANIZATION OF SCHOOL LABORATORY WORK. BY H. RICHARDSON	411
FRENCH GRAMMATICAL TERMS	414
SHALL WE CORRELATE? AN IMAGINARY CONVERSATION. BY H. WARD	415
THE HIGHER-GRADE FRENCH PAPER IN THE SCOTTISH LEAVING CERTIFICATE EXAMINATION	416
SUMMER MEETING OF THE UNIVERSITY EXTENSION SOCIETY	417
ASSOCIATION OF HEADMISTRESSES' ANNUAL CONFERENCE	418
REVIEWS AND MINOR NOTICES	419
Talks with Mr. Gladstone (Tollemache); A History of Ancient Geography (Tozer); Herbert's Application of Psychology to the Science of Education (Mulliner); A Short History of British Colonial Policy (Egerton); Euclid's Elements of Geometry (Smith and Bryant); The Story of Australia (Shaw); The Rise of the Empire (Besant); Selections from the British Satirists; &c., &c.	
JOTTINGS	425
THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND	427
PRIZE COMPETITIONS	430

OCCASIONAL NOTES.

AT last it is definitely decided that we are not to have our Secondary Education Bill this Session. At least, this may be fairly deduced from Mr. Balfour's comfortable words, that no encroachment should be made on members' summer holidays, and that no contentious Bill not already before the House should be introduced. The Duke of Devonshire may introduce some harmless necessary little Bill in the House of Lords. The House of Commons is the overtaxed maid-of-all-work, and it is becoming more and more clear that the present Government will not care to undertake a Bill which must provoke great cry, and, even if carried, would bring them comparatively little wool. The moral for those who are agitating for educational legislation is clear. Public opinion must be formed, long and wearisome as this process seems; and compromises must be made to meet opposing views. In fact, the discussion must be continued outside the House until the Government can be convinced that the proposed Bill will be accepted by all the main parties concerned. It has taken twenty years to bring to this stage the London University Bill. The Teachers' Superannuation Bill is, no doubt, sufficiently non-controversial to be allowed to pass without any lengthy discussion. By the way, has it been considered how enormously the profession of secondary education will be affected by this Bill?

THE Secondary Education Bill, introduced by Colonel Lockwood, was drafted by the Incorporated Association of Headmasters, and has been approved by the Executives of the Headmasters' Conference, the Headmistresses' Association, the Conference of Catholic Schools, and the Hebdomadal Council of the University of Oxford. In its general structure it is, of course, built upon the Royal Commission Report, but, though in one important particular it falls short of their recommendations, in its other recommendations it is bolder and more sweeping. It confers no new rating power, and consequently removes, or rather post-

pones, the difficulty of determining rating areas. With this one reserve, the Bill is bold as Bayard. It swallows the Charity Commission and the Science and Art Department at a gulp, absorbing them in the central authority. It undertakes, with the aid of its Advisory Council, the classification of schools according to the type of education provided. It will draw up and publish a register of schools thus classified, and distinguished also as local or non-local, public or private. It will inspect, by centrally appointed inspectors, all the schools on the register. It establishes, as the local authority, County Councils acting through Secondary Education Committees appointed *ad hoc*, which Committees may or may not combine the functions of the Technical Instruction Committees. As to ways and means, the secondary Committee will dispose of a share of the whisky money and a Treasury grant equal to the sum raised by rates in the county for the purposes of technical instruction. The whisky money is henceforward to be ear-marked for education, and the proportion to be assigned to the technical and the secondary sides is to be determined triennially by the Treasury. In the same way, the Education Department will dispose of a certain share of the South Kensington grant for the purpose of aiding secondary education.

WE have given in briefest outline the distinctive features of the Bill. It is obviously not drawn to pass, and it is an off-chance if it reaches a second reading. The object of its promoters, we take it, is to concentrate and rally the most enlightened professional opinion throughout the country, to give the Government a lead, and so prepare the way for a Government measure. In the Bill as a *pronunciamento* and an essay in legislation we take the keenest interest, and we may say at once that it embodies and interprets the main aspirations of secondary teachers. The key of the position is delimitation, and round this point the battle will be hottest. The Bill relegates the problem to the reconstituted Education Department. Agreed. But the Department is bound to refer all such questions to the Advisory Council. There is the rub. A Council that represents secondary and higher education will fix the limits of primary education. The N.U.T. will be up in arms.

THERE are obvious blots in the Bill that can easily be removed. Why should the seven public schools named in the Act of 1868 be exempted from inspection? Why should no provision be made for local inspection of schools? Why should there be no mention of training among the qualifications for registration? We are led to ask a question of wider import. The names of five, and only five, professional bodies appear on the back of the Bill as approving. Are these the only bodies that have been consulted, or do the rest disapprove? Is Oxford favourable and Cambridge adverse? This can hardly be the case, as Professor Jebb is one of the introducers. Professor Jebb is not only Member for the University of Cambridge, but he is also Chairman of the Joint Committee convened to consider and promote secondary legislation. It is hardly conceivable that he should have backed the Bill without taking the sense of the Joint Committee upon it; but it is a pity that a formal resolution was not proposed and published. As it is, the Bill bears too evidently the hall-mark of the Headmasters' Association, and, for that very reason, will (unjustly, perhaps) be looked upon with suspicion by other corporations, such as the College of Preceptors and the Teachers' Guild.

DR. SCOTT, in expounding the Bill of which he may claim to be the "only true begetter," at the monthly meeting of the College of Preceptors, laid special stress on

its conservative features. It was a scheme to safeguard all efficient schools, whether public or private. The only way to restore confidence was the imposition of an authoritative test of efficiency. No good school need fear such inspection as was proposed, the fairness of which would be guaranteed by the Advisory Council—the *élite* of the profession. The classification of schools would bring order out of chaos. Let us capitalize and redistribute our present resources before making a fresh call on the shareholders.

THE subsequent debate was, as usual, desultory and inconclusive. "Rash youth" and "raw haste" were the dominant notes. One gentleman protested against the inspection of "home schools," which he explained as schools where dull and backward children are made comfortable and happy without being taught anything in particular. The one serious criticism of the Bill came from Dr. Wormell, who was in the chair. He traversed both the expediency and the feasibility of divorcing technical and secondary education. Some County Councils, like Manchester, had mortgaged the whole of the residue grant as if it were for perpetuity. Sir John Hibbert had assured him that neither party would consent to any increase of Imperial grants either to technical or secondary education.

PROFESSOR JEBB'S remarks in the House as to the inadequacy of the provision in training colleges are fully borne out by an article in the *New Age* by Dr. Macnamara. Out of some five thousand students who pass the Queen's Scholarship examination, places can only be found for less than half. So we get the "outrageous sham" that every year some two or three thousand pupil-teachers gain the Queen's Scholarship by examination, but cannot accept it because they can find no place in the colleges. Dr. Macnamara also points out that existing colleges are mainly denominational; so that the candidate who is No. 500 on the list may be refused admittance on religious grounds, while his place is taken by some one lower on the list. And it must not be forgotten that, while the training colleges are under private management, the State pays the bill. The remedy is, no doubt, to be found in the establishment of more day training colleges. These would be far less costly, and, if established in University towns, would have many advantages which are not open to the student under the existing "isolated" system.

IT was a happy idea on the part of the Education Sub-Committee of the Royal Commission for the Paris Exhibition of 1900 to invite the co-operation of "representatives of English education." Nearly a hundred delegates assembled, who stood for the Universities, University colleges, all grades of secondary schools, County Councils, Borough Councils, School Boards, voluntary schools, technical institutes, kindergartens, schools for special purposes such as the blind and the deaf, training colleges, and all the various associations of teachers, both primary and secondary. As Sir George Kekewich, who was in the chair, said, this is the first time that a meeting so thoroughly representative of educational interests has been held. The object of the promoters of the meeting is that a worthy attempt shall be made to show, at the forthcoming Exhibition, what is the spirit of English education. At first sight, it is not easy to see how the educational system of England is to be visualized. But Mr. Bryce and other speakers made luminous suggestions on this point; and, when discussion has been carried a stage further, we shall, no doubt, see our way more clearly. One thing seems fairly clear. What Prussia did at Chicago

England can do at Paris. And that the Prussian system of education was well illustrated on that occasion every one is agreed.

THE immediate object of the meeting was to appoint a number of representatives to aid the Sub-Committee in drawing up a paper of suggestions to intending exhibitors. A list of fourteen names was presented, and all were appointed. Some little restiveness was shown at the neglect of certain important interests. But, it was pointed out, the Committee would be hopelessly overweighted if each association claimed a seat. It was very regrettable that one delegate, in his chagrin at the non-inclusion of his particular association, should have blurted out such naughty words as "slight" and "insult." According to the argument of this speaker, at least fifty associations had an equal or greater right to feel themselves insulted. We hope that these words did not reach the chairman's ears, or that, if they did, Sir George Kekewich would feel assured by the murmurs of disapproval that every one else in the room was sorry that his courteous invitation should have received such a return. Those who were appointed on the Sub-Committee are men and women of wide sympathies and knowledge, and we feel sure that no important branch of educational work will be overlooked, although we might have preferred to add some one who was intimately concerned with the movement for the training of secondary teachers. The names of eight persons, suggested at the meeting, were added to the Committee, which consequently numbers twenty-two.

THE great need is to make the exhibits present not only the essential unity of national education, but also to present this as a whole, and not in sections. To do this well will require much thought and care; but we have no doubt the Committee will be equal to the work. There are many points in which English education stands alone, and, in spite of the cry of alarmists, there is probably much that the foreign student of education may do well to examine. It must not be forgotten that an exhibit of the kind proposed does not appeal primarily to the sight-seer, but to the student. And students are at least as important as sight-seers at an exhibition. Perhaps the most striking lesson to be drawn from this meeting at the Foreign Office is the proof it offers of the readiness of representatives of all the various and apparently clashing educational interests to accept the invitation to joint action. We secondary teachers are now accustomed to Joint Committees amongst ourselves, but it is well to be reminded of what Sir George Kekewich called the essential unity of national education. The thanks of all who care for the education of this country are due to those officials of the Education Department who promoted this meeting. And we hope that it may be found possible to arrange that all the exhibits shall also be on view in England.

DR. REDDIE writes to the *Times* to complain that, in the circular of inquiries issued by the Education Department, teachers are divided into sheep and goats—graduates of *British* Universities and "others." It is the word "British" that sticks in Dr. Reddie's throat. His contention that teachers may and do receive a valuable training in Germany is perfectly correct. But we venture to think that the number who do so is not large enough to make any perceptible alteration in the statistics. It is, no doubt, annoying for a man who has been trained by, let us say, Dr. Rein, and who has gained the degree of Ph.D., to find himself classed as a non-graduate. But, on the other hand, in statistics of this sort, dealing with matters *en masse* and

not with individual cases, it is impossible to include and properly value the many foreign degrees that exist. Dr. Reddie has a strong contempt for the British graduate, "spoilt by the cramping influence of the usual University curricula, and by the even more damaging self-indulgent University life," and finds himself compelled to "turn away from the costly palaces which should supply England with adequate teachers, and to search for trained men in Germany, Switzerland, and perhaps France." There is, doubtless, some ground for the criticism, but the Universities are actively endeavouring to remove the reproach.

Luckily for myself I am not a *paterfamilias*, and am therefore spared the disconcerting eruption at frequent and prolonged intervals of partially civilized boys, eager to unship their cargoes of learning, and feverishly craving for excitement at any cost but their own. No one seems to have the pluck to protest against this wasteful and stupid system, which adds enormously to the already formidable expense of school life, or to ask why masters at Eton, Harrow, and elsewhere should require an amount of holiday which has to be divided by four in the case of the really hard-worked learned professions.

SO writes "M.P." to the *Times*. But he gives his case away by saying he has no boys of his own. It is true that the nervous strain on a schoolmaster is greater than most men have to endure; and teaching would become dull and mechanical were it not for the long holidays. But, surely, the real reason why masters at Eton and Harrow may shut up their houses, and wander off to Palestine or Athens, is that the boys may have the advantage of at least three months' home-life in the year. Boarding schools would become impossible were it not for holidays.

MR. LYTTLETON spoke warmly of the good work done by the Art for Schools Association on the occasion of the annual meeting. Here, at any rate, is to be found work that is entirely non-controversial. We are all agreed that class-rooms should be as bright and beautiful as possible. And, though some masters would have the boys face nothing but the teacher and the black-board, there are the side walls on which suitable pictures may be hung, a glimpse of which may rest the minds jaded with Euclid or Latin grammar. Nearly forty thousand pictures have been sold by the Association, and its work extends to all grades of schools. We believe there are many headmasters and governing bodies who would be glad to share in the privileges of membership of this Association, and we recommend them to write for particulars to 29 Queen Square, Bloomsbury.

ALTHOUGH we regret that the scheme for St. Paul's School has not yet reached a satisfactory settlement, yet we are of opinion that the governors and trustees are right in withstanding—as we learn from a communicated article in the *Times*—the proposal of the Charity Commissioners to restrict the maximum income of the school to £14,000, for good and all. With the cost of education steadily rising, and with a probable increase in the number of boys, it would be disastrous to the school to be curtailed in any way of its endowment. Even the comparatively high fee charged at the school cannot cover the cost of the education given. The whole question must now be referred to the Privy Council, and eventually to Parliament, as it has not been found possible to effect a compromise between the governors and the Commissioners. In reference to a fixed endowment, a similar problem has to be faced in many smaller schools. Given a fixed endowment, and an education that costs more than the school fee,—given a fixed capitation fee for the headmaster, and, as is usual to-day, an increasing number of boys,—the result is a relatively diminish-

ing sum to be applied to the salaries of the assistant-masters, and other expenses. The governors of many schools seem to act on the belief that, if you sell an article below cost price, you will eventually get a profit if you only sell enough.

THE following circular has been forwarded to us by the headmaster of an endowed school to whom it was addressed:—

DEAR SIR or MADAM,—We have pleasure in sending you a few of our latest price-lists for distribution amongst the philatelic collectors of your school. Should you desire, we should be pleased to send you on approval some sheets of stamps off which we would allow you a discount of 25 per cent. Trusting to be favoured with your esteemed orders, and assuring you of our best and prompt attention at all times, yours obediently,

Our first feeling on reading this document is one of indignation, as at an insult offered to teachers. Is it conceivable that any headmaster or headmistress could condescend to make a few pence by retailing postage stamps to pupils? We hope this is a first attempt, and that the absolute failure to attract customers will prevent a repetition of the insult. And yet, in the matter of books, masters—or more commonly school authorities—are still not ashamed of taking a commission. Only the other day a publisher's traveller said to a headmaster: "You can readily sell these to the boys for sixpence, and we can supply them by the gross at threepence-halfpenny."

WE print in another column our review of the intellectual and educational aspects of the London Summer Meeting of the University Extension Society. There remains a word to be said about its social aspect. By a judicious selection of subjects and lecturers—upon which the organizers of the Meeting cannot be too warmly complimented—a very vivid, clearly defined, richly coloured, and humanly peopled picture of historical London has been presented to the students. Its great men of science, its artists, actors, stage-managers, musicians, scholars, thinkers, churchmen, poets—nay, its humble craftsmen, its masons and butchers and bakers, its tavern-keepers and watermen—have been conjured from the dead to spend brilliant and delightful hours with the enthusiastic pilgrims who came up from the provinces to quicken their realization of the meanings of learning by tasting at the fountain-heads of some of its divers springs. And we must never forget that it is one of the objects of these Meetings, one of the aims of the Society, to quicken enthusiasm for learning by contact with living sympathies. To extend to those who, by one kind of circumstance or another, are prevented from educating themselves within the precincts of a University, something of that feeling of a common possession in the sacred tradition of the "humanities" which makes the constant grace of University training, however the substance and the form of its teaching may change with changing times. That is the idea represented by the title and the work of the University Extension Society.

THE present moment would be an unfortunate if not a dangerous, one in which to embark upon discussion of the question how far London is capable of expressing this idea in a concrete form, as is done at Oxford and Cambridge. But, whatever London is not now, and whatever London may be destined to become as a city with a teaching University, it is certain that London society contains a larger professional class—more truly representative of the influence of University training upon culture and manners—than any other society in the United Kingdom. And some of those who have taken part in the principal functions—social, educational, and intellectual—of the June Meeting have been conscious of a

wish that more had been done to bring the students from the provinces into personal, that is to say, "talking," contact with a largish representative section of that class. It is a class difficult, but not impossible, to define. It is the class from which the special lecturers were chosen. It is the class that was, now and again, sparsely represented on the platform at an evening lecture. It is the class that is more or less entirely occupied all day and every day with the topics discussed in the lecture hall. Everybody knows, of course, that there is no society in the world more superficially supercilious than this particular class of cultivated Londoners. But everybody who knows it personally knows that its superciliousness is *merely* superficial. It is the London brand upon the goods; but the goods are the same goods that they grow and make in the country. And we believe that it would be quite as good and pleasant for the people, with the London brand upon their culture, to be brought into talking contact with the enthusiasts from the provinces as it would be delightful and interesting to the provincial pilgrims to meet the London notabilities.

AND how easily it might be arranged! Next time the Meeting is held in London—after such a brilliant success, we take for granted there will be a next time—all the members of the Council will draw up lists of those among their personal friends who belong to this class, and are of the right sort; the lecturers and, perhaps, a few other people will be asked to do the same; and so there will be got together names of some one, two, or three hundred people who can be invited to represent modern London, and do among them hosts' and hostesses' duty to the members of the Meeting. It would not do to send complimentary tickets unconditionally to all these people, because that might end in ousting *bona fide* students from their seats. But they would each receive a ticket admitting them to the University Buildings, and to all the social functions, and also to the platform and the lecture hall—*whenever there was room for them*. But all this only on the understanding that they came in the character of hosts—not guests—and that their duty was to introduce themselves freely to all strangers, and introduce the strangers to anybody present whom they might particularly desire to get into "talking contact" with. One and all of this host of hosts and hostesses would be provided with a syllabus, so that they might know what subjects to talk about, and be thus delivered from any embarrassment as to how to open conversation. We are quite prepared to hear it objected that the desire to talk to notabilities is a vulgar desire not to be encouraged. But we fail to see why it is vulgar to like to have once in one's life speech with a living man of letters or science, and not vulgar to wish it were possible to get five minutes' talk with Chaucer, or Bacon, or Faraday. And we are convinced that some such arrangement as we have suggested would go far to take away from the formality of receptions where the official hosts are strangers to the guests, and the guests are, for the most part, at the disadvantage of the humbler, or, at any rate, the more obscure, social position.

HERE is an argument for those who are interested in the demand for further accommodation in training colleges for elementary-school teachers. The Durham Training College for Women is, admittedly, not one of the colleges most sought after. It draws its students from the lower portion of the First and from the Second Class on the Queen's Scholarship List. It is a Church of England college, and does not attract a large number of centre-trained teachers from the large towns. Yet, in spite of the supposed "poor material" that it gets, it is doing good

University work. In the recent B.Litt. lists of the University of Durham appeared a number of Durham Training College students in their first, second, and third years. Three women have completed their examinations for the degree, but these are ex-students. The rest have passed the first or second examination towards the degree. It is to be observed that these girls are able to profit by the University teaching which they get, and competent to do relatively advanced work in languages, Latin and French, of which most of them knew very little when they entered college. The Newcastle Day Training College and the Darlington Residential College send students who have done very well in the same examinations. Their "material" however, is rather better. Does not this fact go to show that among the pupil-teachers whose previous training has caused them to take a poorish position on the Scholarship list, and, consequently, very often to miss getting a place in a college, there are very many who would profit not only by a college training of the ordinary sort, but even by a University training? The First Class in the Scholarship list grows larger as the pupil-teachers become better trained. But the accommodation in training colleges is once more stationary.

AT a time when the Irish University question is again to the fore, it is instructive to recall the attitude of Mr. Gladstone and the Liberal party in 1893. On the first reading of his University Bill, Mr. Gladstone thus defined his position:—

Denominational endowment, whether applied to a University or a college in Ireland, would be in opposition to the uniform and explicit declarations which have been made ever since this question assumed a new position, six or seven years ago, by, I believe, every member of the Government, and, as I can safely assert, by myself.

This was a counterblast to the Papal pastoral banning with book and bell the Queen's Colleges—"that Satanic scheme for the ruin of faith in the rising generation." In its turn, Mr. Gladstone's shibboleth was branded by Mr. Matthew Arnold as "that spavined, vicious-eyed Liberal hobby expressly bred to do duty against the Irish Catholics." For these quotations we are indebted to an interesting article in the last *Quarterly Review*.

READING COLLEGE, which was formally opened by the Prince of Wales on the 11th ult., is an ocular demonstration of the depth and durability of the University Extension movement. The foundation was laid by Christ Church; the County Councils of Reading and the neighbouring counties have financed the undertaking, and the donation of £4,000 by a leading citizen may, as the Prince happily remarked, be taken as the coping-stone. The new buildings cost £30,000, towards which sum £25,000 has already been raised. Agriculture in all its branches is the speciality of the College; but it also serves as a centre for the pupil-teachers of Reading. To Mr. Mackinder, the indefatigable Principal, this successful issue is greatly due.

Next month we shall publish a detailed review of the Secondary Education Bill.

TECHNICAL EDUCATION.

IN its fifth annual report, the London Technical Education Board refers to the suggestive paper contributed by Mr. Llewellyn Smith to the *Contemporary Review*, in 1892, and to his comparison of the then existing educational system of London to a series of conduits, each of which was continuous for a certain distance, and then terminated, having no connexion with the next successive length. "When still closer

examination was made of the condition of the conduits," says the report, "it was found that there existed, not only the discontinuities and leaks to which Mr. Llewellyn Smith referred, but in each continuous length many joints were found to be leaking badly, while the foundations on which the pipes were laid were far from sound."

DURING the five years of its work, the Board can certainly claim to have considerably diminished the tendency of the "fertilizing waters" of education to flow "from nowhere to nowhere." And it is to the credit of local government that so comprehensive a scheme of educational irrigation—based upon existing facilities—has been so successfully carried out. It might so easily have been otherwise. The County Council might have shirked its responsibilities, or refused to recognize them; it might have adopted the half-hearted policy of the "penny wise." As it is, the educational outlook of London to-day presents possibilities which, ten years ago, the most sanguine enthusiast could not have anticipated—possibilities which can be realized by a responsible authority, able, with the resources at its disposal, to give effect to its policies.

THE Board's aggregate expenditure for the year ending March 31, 1898, is estimated to amount, in round figures, to £150,000. For the year 1898-9, it is indicated £170,000 at least will be required to meet increased expenditure, necessitated by the development of the work. The general effect of the regulations attending the application of this money, it is stated, has been to give a great spur to the establishment of classes in science, art, and technical subjects, and especially to the practical teaching of those subjects; to multiply "many times" the number of distinctly trade classes, and to absorb sporadic and inefficient classes into larger institutions. "In the secondary schools, the Board's regulations have led to a great increase in the number of teachers of science and of domestic economy; while there are now in London only two or three public boys' schools which are not provided with facilities for the teaching of practical chemistry, and a considerable majority of the schools also possess facilities for the teaching of practical physics, while some enjoy first-rate physical laboratories and workshops as well."

THERE are 109 institutions aided or entirely supported by the Board. Of these, 13 are local University colleges, other institutions of University rank, and polytechnics; 6 institutions for specialized industries; 13 schools of arts and crafts and technical art schools; 17 institutions for general science and art teaching; a botanical school; domestic economy schools to the number of 12; and public secondary schools to the total of 47. The effective influence of the Board upon all these institutions is small or great according to circumstances; but it is a significant fact that, within the area of London, a single authority is in a position to develop, or otherwise, the activities of these permanent educational centres for the common benefit of the commonwealth. It may be noted that the County Council co-operates with the School Board as far as possible in securing a connexion between evening continuation schools, entirely under the control of the School Board, and polytechnic institutions.

THE indispensable connexion between the various educational agencies upon which the Board has bestowed its attention is the system of scholarships. The system begins with the award of junior scholarships to pupils, under thirteen years of age, who have passed the sixth standard of the elementary school. These are tenable for two years (under certain circumstances for a longer period), and may be held at secondary schools, or in the higher grades of elementary schools. At present there are 1,018 junior scholars in secondary schools, and 325 in public elementary schools. It is from the rank and file of the junior scholars that the holders of the higher and more valuable scholarships are to be drawn.

INTERMEDIATE scholarships, to the number of seventy, are annually awarded to candidates under the age of sixteen, tenable to the end of the school year in which the scholar attains the age of eighteen. These scholarships are held in both secondary schools and technical colleges, and are of the value of fees, not exceeding £25 a year, and a maintenance allowance of from £20 to £35. Last year the number of junior county scholars elected to intermediate scholarships was thirty-five. Lastly, as regards the endowment of merit, in the interests of systematic day instruction, there are the senior county scholarships, of the annual value of £90, tenable at University colleges, the Central Technical College, and similar institutions where higher education is provided. There are, at present, the report records, two senior scholars studying in Berlin University, five in Cambridge, three at Newcastle-on-Tyne, five at the Central Technical College, and one at the Royal Holloway College.

OTHER scholarships and exhibitions should be briefly noted. There are twenty scholarships, of the value of £20 annually, awarded to art

students who can study in the day time, and thirty to those who are only able to devote their evenings to study; one hundred junior evening exhibitions of the value of £5; there are also one hundred exhibitions of the same value, almost exclusively for the benefit of artisans and apprentices, for the encouragement of science and technology. A limited number of scholarships are also awarded which carry with them free education in the gardens of the Royal Botanic Society, and a payment of from £20 to £25 a year for those who intend to become practical gardeners. With special reference to girls and young women, there are domestic economy scholarships of three separate classes: (1) 554 scholarships, awarded annually, providing free education in a branch of domestic economy; (2) an extension of the first class of scholarship for a further period of six months; (3) for the training of teachers of domestic economy, tenable for two years.

SIR JOHN GORST'S EDUCATIONAL ESTIMATES.

SIR JOHN GORST has inscribed on his banner the Herodotean screed that Dr. Arnold was so fond of quoting—"The crowning sorrow is to see much and yet be powerless." The *Times* more than hints that he is a traitor in the camp, a Radical in the Conservative livery, who ought to take or get his *congéd*. To us he appears rather a Balaam than an Achitophel, and, though his position is anomalous or even equivocal, we cannot withhold our admiration from the prophet who utters "facts which I might suppress but cannot alter," and exclaims, "What a traitor I should be to my Church were I too cowardly to give warning by telling the truth!" provoking Lord Cranborne, the Prime Minister's eldest son, to repudiate any responsibility for the utterances of the Vice-President of the Council.

Let us capitulate the main heads of Sir John Gorst's indictment. 1. Though we have had compulsory education for more than a quarter of a century, yet he tells us that we are educating only five and a half millions out of the ten millions who ought to be on the books. 2. The standard of exemption in many districts is absurdly low, and the principle on which it rests is preposterous. The dullards are to be kept at their books, and the wits allowed to go and scare the crows. "In 130 School Boards and 52 School Attendance Committees the Second Standard gives partial exemption. In 835 School Boards and 374 School Attendance Committees the Fourth Standard confers total exemption. Sir John agrees with Mr. Rankine: "Till the Education Department takes the matter in hand, and raises the age of leaving to thirteen, a considerable portion of the many millions annually spent on education will be entirely wasted." And for all this waste the Government is responsible. "If the Government chose to make attendance really compulsory, it could be done." 3. In the large towns the voluntary schools are markedly inferior to the Board schools. The proportion of secondary scholarships won by the two classes of schools affords a signal test of their respective merits. In London, where there are twice as many Board as voluntary children, the former carried off last year 299 to 26 of the latter. In Manchester, where the ratio is 4 to 5, the scholarships were 40 to 2. In Liverpool, where there are twice as many voluntary as Board children, the former gained only 2 out of 18 scholarships. 4. But it may be urged that the Board schools succeed because they are godless, and are not let or hindered in running the race by attending to religious instruction. Not a bit of it. Sir John Gorst will not even allow them this last shred of consolation. "In London, I have no hesitation in saying that the Bible teaching in Board schools is so superior to that in voluntary schools that there is no comparison between them."

Never was there a graver indictment of our whole national system of education, and no serious attempt was made on either side of the House to dispute the figures or invalidate the conclusion. Sir William Harcourt trotted out his last hobby of anti-ritualism, and Mr. Balfour ran a tilt with Sir William, and, riding off on a side issue, escaped the brunt of the battle. It was a pretty encounter of wits; but those of us who care more for educational progress than for party politics or Church parties are growing weary of these sham fights, and beginning to exclaim: "A curse on both your houses." Sir John Gorst is no Mephisto, "der Geist der stets verneint." He has a definite remedy to propose. The dole of last year, he tells us, has lowered voluntary subscriptions and not raised voluntary

schools. An increased dōle, like outdoor relief, would still further pauperize. The only panacea is local self-government. "Leave the ratepayers and the managers of voluntary schools to settle the difficulty between them." But, before this happy consummation can be reached, two estates of the realm must be either converted or overruled—the clergy and the landed interest. The clergy, though they profess to represent the vast majority of the nation, have a profound mistrust of the democracy, and denounce any popular control of Church schools as tantamount to secularization. The farmer and the squire (*teste* Sir John Gorst) are no friends to elementary education.

CHILD STUDY.*

BY ALICE WOODS.

DURING the last fifty years new vistas of knowledge have opened out before us in such bewildering fashion that we are quite unable to cope adequately with the mass of subjects that confronts us. For example, natural science has been revolutionized, and no one, as Dr. Sidgwick pointed out the other day, can any longer claim to be cultured unless he is well up in some branch of science, and takes keen interest in its advance.

But, whilst subjects that demand study overwhelm us like a flood, no one, so far, has come forward to open up to us a new way of developing in our minds power to grasp new ideas in proportion to their ever-increasing number. In spite of all that Froebel and Herbart have done for us, our psychological Newton is yet to seek. Still, it may be said that at least some glimmer of light is dawning in a new department of psychology that has been suddenly sprung upon us of late—I mean child-psychology—the study, that is, of the special characteristics of the child-mind and its gradual development into the adult condition. If we could but make valuable discoveries in this direction, we might find short cuts to the ever-increasing intellectual treasure-trove, which is, indeed, within sight of us moderns, but cannot be reached because life is too short for us to get there. At present we are in the very first stage of this new science. We are simply collecting data. We are many of us engaged in child-observation, and some of us have rushed headlong into the work, quite regardless of qualification and ability.

I propose this afternoon to leave to my colleague, Dr. Langdon Down, the pleasant task of extolling the new scheme, of stating what is being done, of propounding methods and showing the future benefits which are to arise for the race, whilst I act almost entirely as a danger-signal, setting forth some of the shaky places in the line, the steep slopes, and the like. It is not that I wish to frighten away passengers, or to prevent trains from running, but I am keenly anxious to do all that in me lies to prevent serious accidents. In scientific observation of children there seem to be two great sources of difficulties and dangers which do not exist in the same way or to the same degree in other sciences: (1) the subject-matter of the science is so peculiarly difficult to deal with—*i.e.*, the child himself; (2) the observer of children has to contend with difficulties and obstacles in his own nature which make the task of observation extremely hard and uncertain in its results.

To begin, then, with the *child*. Of the two chief time-honoured methods of psychology we all know that the introspective method lies at the basis of all progress, and that by it alone are we able to make use of the comparative method, by which we strive to observe the manifestations of other minds, and so compare them with our own. In ordinary sciences we can get hold of our subject-matter and submit it to the strictest scrutiny. We can place it before us, test it, experiment upon it, use it; but here, in dealing with the child, we can know him only indirectly by means of experience, and our first great obstacle is the extreme difficulty we have in getting at a child's *meaning*. A child's ideas are often so vague and confused that he is not always quite sure of what he does mean himself, or, try as he will, he cannot succeed in expressing himself. His command of language is so imperfect, his power of manipulating it is so small, and the outburst of "You *can't* understand me" expresses a very frequent relationship between child and adult. Who can guess, *e.g.*, what the child meant

who, on being asked to put down the first idea that occurred to him when the word "Sunday" was mentioned, wrote down: "Question"? Was it a reference to a rigid catechizing that went on on that day, or the examination habit which led him to think of question and answer the moment pen and paper were put into his hands?

What, again, do a child's drawings really mean? Strange creatures that we utterly fail to interpret occur in his scribbling books, and, unless the little artist will condescend to explain himself, all our powers of understanding fail. It needed much intimacy and gentle questioning to discover the meaning of the dreamy boy's remark at lunch: "I cannot think of many people born in March." "No, I don't think any of your cousins, or uncles, or aunts were born in March." "But there ought to be so many people born in March, especially *this* March." "Why, dear?" "Because it is such a very dusty month." "And why do you think that helps people's birthdays to be in March?" "Well, of *course* it must, because the Bible says we are made of dust."

There is another barrier—the child's reserve. Many a child shrinks from giving up to the elder his inward imaginings, his wild fancies, his view of life and his surroundings, and our cross-examination may pain and distress him, disturb and alter the very contents we wish to reach, and, perhaps, even lead him to deceive himself and us rather than give up his most cherished inward possession or be supposed to be incapable of giving a reason.

You will remember Wordsworth's injudicious father, who questions his child "in very idleness"—

"Now, tell me, had ye rather be,"

I said, and took him by the arm,

"On Kilne's smooth shore on the green sea,

Or here at Liswyn Farm?"

The little boy, probably for the sake of something to say, replies that he would rather be at Kilne. His father, fired with an ardent desire to get at the contents of Edward's mind, persists in his question—

"There surely must *some* reason be

Why you would change sweet Liswyn Farm

For Kilne by the green sea."

The child either does not wish to give his reason, or he has none, or he is unable to express himself, so, with many blushes, he says: "I cannot tell. I do not know"; but he is not to be let off thus. Five times his urgent father replied: "Why, Edward? Tell me why." The hapless child knew not what to do, but his eye catches sight of a weathercock, which saves the situation, and he blurts out—

"At Kilne there is no weathercock,

And that's the reason why."

Often and often, if we are not absolutely careful in child-investigation, we shall be treated to weathercock reasons.

Again, the child is a creature of many moods, and we must gauge these before we are too ready to register the results of our observations. In hilaric condition he will express himself in some way diametrically opposite to his more solemn moments. He is dreamer, practical contriver, imp, sprite, a Puck and an Ariel, a furious avenger, a forgiving angel, a lover, a hater by turns. To take him too seriously in any one of his hundred moods and to label him Cl. III. i. A β is to make dire mistakes about him.

Another pitfall to be prepared for is the possibility that our little examinee may turn out to be in reality our examiner. Children love to experiment on their elders. "What would So-and-so do if I act thus and thus?" "I should like to know what would happen if I were to do this." "How would X. take it?" Numbers of mad pranks and school tricks are done for nothing but the desire to experiment; and let a daring young spirit once get hold of the notion that he is being observed and something is expected of him, and he may pose cleverly to such an extent that he takes us all in.

Another danger in child-study is lest the observation should damage the subject of investigation. There is danger lest in handling childhood, however gently, we may rub the bloom off. The plum without its bloom loses none of its most important characteristics, but it is not so much a plum as it was; and so with the child. If our children are in the least degree less children than they were before we began to examine them, our object is defeated. Our questions cannot be too carefully

* Read at the Conference of the Teachers' Guild at Aberystwyth.

framed, for, if we are not careful, we shall lead the child to far too introspective an attitude, making him unnatural and unwholesome.

This, it seems to me, is the great danger of the American school of child-psychology, and a danger also for us who have so eagerly taken up its plans.

We are inclined to ignore the strong personal and individual element, and to attempt to turn inside out a child's most secret feelings, or to make him express what he does not feel. To set such a question to a child as the following: "How do you think children differ from grown-up people?" is to set him far too introspective a task. Some few will put down honestly what they think. Others will invent on the spot. Others will curry favour by meek remarks on the incomplete condition of childhood and the virtue of the grown-ups. Others, of bolder nature, will seize their opportunity of a fling at the injustice and other sins of their elders, and discontent, which might have passed, will, like Bacon's "lie that doth the hurt," "sink and settle in the mind." All will be unwholesomely occupied.

Or take some of the American topical syllabuses for child-study—e.g., one on "Fear": "If you are a teacher, ask your pupils to write an account of their own early or present fears." Of their *present* fear! What brave boy would ever admit his terror of the dark, or own that a certain creak in the staircase invariably suggested a bloody headless ghost about to pounce on him, or that the rattle of a back door in a dark passage meant an awful robber of bear-like appearance, entered with intent to pursue him all the way to the nursery?

There are whole regions of the contents of children's minds that we can never read by direct questioning.

The mistake that has so often been made is that we are too ambitious. The ground on which we ought to work is rather the plain, straightforward question of sense-perception, memory, attention—matters in which, as Mr. Lloyd Morgan so admirably pointed out in his Cheltenham address, we can "make the whole procedure a trial of friendly skill, which observer and observed enter into with interest, and as co-equal players." Such investigation will not make children self-conscious and defeat our own end. As observers of children we ought to be content to leave all the more subtle and delicate inquiries until we have gradually worked out safe methods of conducting them, and to bear constantly in mind the peculiarly sensitive nature of the subject-matter with which we deal.

To pass to our second source of great danger and difficulty, the observer himself. If we want any thoroughly good work done in any science, we do not send out broadcast certain inquiries to be made, and set, as it has been said, "a democracy of observers at work without knowing in the least what their powers of observation or self-observation are." There are not many people who possess the trained and restrained powers of observation needed, the insight to discriminate between the relative values of observations made, and that energy, well kept in hand, so characteristic of scientific research. Yet the American plan is to sow broadcast, amongst any and every parent and teacher, sets of questions month by month, one of which would take at least a year of devoted work to produce good results. Child-study cannot be done in this wholesale fashion. It would be better to let small groups of properly qualified people set to work on, say, one school, weighing results, comparing and sifting evidence, checking, helping one another, and making haste slowly, with that wonderful scientific patience which led Darwin to watch a field for thirty years in order to discover the action of worms on the soil.

The kind of observer we must avoid in this select body is, first, the man with a strong preconceived bias. This will shut out, alas! many a parent—the proud father convinced that no child before ever gave such ready repartees, or accomplished his little tasks so successfully; the devoted mother, whose baby shed tears at a week old, or moved his eyes to watch a light go round the room an hour after he was born. It will shut out, too, many a teacher who starts the work with preconceived convictions, e.g., that all children are invariably stirred to fresh exertion by praise, and will not admit the uncommon case of a child who confides to his mother: "I wish they wouldn't praise me so at school. It hurts." Or teachers insist that all children like to state what they know, till they are confronted by a little girl of seven, who, on being remonstrated with by her mother because she never held up her hand to reply to questions she

could answer perfectly well, said: "Why should I? I like to hear the others talk."

Judging from too few instances, and want of opportunity, are often causes of failure in careful observation. To observe a child satisfactorily one ought to live with him. This is not always possible, and the next best plan is to have a close child-friend, who makes us a confidant, and with whom there is no fear of artificiality. But we must be sure it is the child as *child* that we want to get at, not the child as an interesting illustration of some pet psychological theory. The Professor, in the "Professor's Children," you will remember, was deeply interested in the development of æsthetic aptitudes in child-life. It was the greatest advantage, he thought, to be able to prove his theories by such intensely interesting illustrations as his own children; and so he rouses his luckless little people as they are going off to sleep, in order to study their artistic expression of a cruel man. It is not until he has given up his habit of perpetual note-taking with a view to the proof of his theories, and takes his children as he finds them in natural condition, that he is able to give a really useful lecture on the study of childhood.

One point more and I have done. As observers, it is very difficult for us to distinguish clearly between inference and observation. This is so admirably brought out in Mr. Adams' chapter on the meaning of observation in his "Herbartian Psychology" that I cannot do better than refer to it.

Like Sherlock Holmes with crime detection, what the observer of children has to acquire, says Mr. Adams, is an "exceptionally well-developed apperceptive mass of things pertaining to child-ways." We must gather all available information bearing upon the point at issue, and allow our apperceptive masses to act upon it—that is, we must interpret and we must keep a very open mind to the possibility of several different inferences. The child who has apparently tried every note on the piano except the right one at a music-lesson, we may roughly infer is obstinate; but it may be the result of an agonized confusion arising from the desire to do what is right and fear of consequences.

"To cultivate observation," says Mr. Adams, "is to work up well-organized knowledge within the mind itself. If we desire minute observation in a definite direction, we must cultivate special knowledge to correspond. . . . The reciprocal interaction of interest and knowledge in relation to external facts is what ought truly to be called 'observation.'" So let it be with child-study. First, let us be very sure of our facts, taking them widely, carefully, thoroughly. Let us organize these facts; let us train ourselves for the work, and, by seizing every possible opportunity of increased knowledge of children, let us infer—but continually check each other's inferences; and, above all, let us cultivate that scientific patience already mentioned that can wait for results through many years of earnest quiet watchfulness and painstaking work.

CONTINENTAL DEGREES IN MODERN LANGUAGES FOR ENGLISH STUDENTS.

By P. SHAW JEFFREY, M.A.

CHAPTER I.—SWITZERLAND AND BELGIUM.

THE Continental system is so different from the English method of study that a more or less prolonged sojourn abroad is necessary to insure success in the examinations for the Licentiate or for the Doctor's degree; but, if the candidate has sufficient time at his disposal—a minimum of two years—there is no reason why he should despair of eventual success.

Unfortunately, as M. Emil Reich pointed out in his letter to the first number of the *Modern Language Quarterly*, English students are so accustomed to pin their faith on "paper" work that they do not, as a rule, shine in *viva voce* examinations, and this is the first, and perhaps the greatest, drawback which the Englishman has to encounter, for, as is well known, the most rigorous Continental examinations are almost exclusively *viva voce*. A couple of hours' oral examination seems a curiously unworthy termination to a course of study which—as in Germany—has probably lasted three or four years; but a candidate who can support triumphantly a searching cross-examination of, say, an hour's duration on a given branch of study has probably a better title to the degree to which he

aspires than would be afforded by the results of a "paper" examination which may have lasted a week. In the case of a *viva voce* examination, the insufficiently-prepared candidate is defenceless. Though he is naturally not expected to answer *everything* correctly, there is still a very clearly defined limit to the "parrying" of inconvenient questions, and beyond this limit lies the limbo of unsuccessful aspirants.

The advisability of participating in all *seminaire* exercises is, on this account, obvious enough, but comparatively few English students avail themselves of the opportunities which such practical exercises afford. The Englishman studying abroad finds himself at the outset very unready to give satisfactory explanations by word of mouth when they are demanded of him, or, worse still, he answers without waiting to collect his thoughts, and it is not until a balance has been struck between *unreadiness* and *overreadiness* that he can expect to do himself justice in an oral examination. And there are a few tricks of the trade which can only be learnt by experience—how, for instance, to answer a given question in such wise as to keep the examiner's attention on a subject well known to the candidate, or, when necessary, to call off the unwary examiner by a discreet reply to new pastures in which the candidate may browse at his ease. Among native students this is an art in itself; but the professor is often quite as wily as the pupil.

English students in French, Swiss, or Belgian Universities have another considerable difficulty to surmount, *i.e.*, the acquisition of a good French prose style.

The examinations in these Universities are partly written and partly oral, and no candidate is admitted to undergo the *viva voce* examination till he has satisfied the examiners in the paper work. The written examination contains in all cases a French essay, for the composition of which five or six hours are allowed, and which is regarded by French-speaking candidates themselves as the most difficult part of the examination. Here it is by no means sufficient to write with bare correctness; a certain elegance and power of expression are required of all candidates, and though, probably, some allowance is made for foreigners, this latitude is, at the best, not very considerable, even if—which is by no means certain—it exists. The English candidate must, therefore, be prepared to devote a considerable amount of attention to this branch of the subject. The avoidance of grammatical errors is largely a matter of time and patience, but the acquisition of a good *prose* style demands special aptitudes on the part of the student, and it is well, as a preliminary, to cultivate a good *English* prose style, as, by this means, the writer becomes more capable of appreciating the niceties of composition in a foreign tongue.

In judging of the comparative severity of the examinations of which details are given below, it is well to bear in mind these two fundamental requirements to which the student's attention has been directed, *i.e.*, facility in expressing one's ideas *viva voce*, and elegance in expressing one's ideas on paper. The curricula of the Swiss Universities have been this year (1897) revised and considerably modified, and, as the requirements at the French-speaking Universities (Lausanne, Neuchâtel, Geneva) are practically the same, it will be sufficient to give one general scheme.

No stated number of terms' residence is demanded of foreign students, but they are required to submit their diplomas or certificates to the Board of the Faculty if they wish to claim a *dispense*. Such *dispense* is always accorded to students who have already graduated in England, and usually excuses them, altogether or partially, from the first of the two examinations necessary for the *Licence-ès-lettres modernes*. The complete course consists of two examinations, which cannot be taken in the same session, and each of which is partly oral and partly written. The fee for each examination is fifty francs, half of which sum is returned to the candidate in case of non-success. If the candidate has no English degree, he must have kept four terms before entering for his first examination; but, if he is excused from this examination, he will be required to pay the fee for *both* examinations before he undergoes the final.

FIRST EXAMINATION.—WRITTEN WORK.

1. A French essay* (for which six hours is allowed).
2. Translation from a Latin author into French (four hours).

* The candidate has no choice of subjects for the French composition. One subject only is given, and this may be either historic or literary, so that the student must be prepared for either contingency.

ORAL EXAMINATION.

1. Explanation of a French text (Old or Modern French, generally Old French).
2. Explanation of a Latin text.
3. Explanation of a Greek text. (In the case of candidates for the *Licence-ès-lettres modernes* an interrogation on Greek literature may take the place of the explanation of a Greek author.)
4. An interrogation on European history.
5. An interrogation on the history of philosophy.*
6. An interrogation on French literature.
7. Translation at sight of an easy work on literary criticism or history written in German.

FINAL EXAMINATION FOR THE LICENCE-ÈS-LETTRES MODERNES.

In this examination two modern languages (other than French) and their respective literatures must be offered, either German, English, Italian, or Spanish.

WRITTEN EXAMINATION.

1. A composition in French (six hours).
2. A composition in either German, English, Italian, or Spanish (six hours).
3. Translation into French of passages from an author in one other of these four languages (four hours).

ORAL EXAMINATION.

1. Explanation of an Old French text.
2. Explanation of a text in the language chosen for the second of the above essays.
3. Interrogation on the two foreign literatures.
4. Interrogation on the history of the French language.
5. Interrogation (1) on the science of language in general, and (2) on general philological principles.

As regards the compositions, the subjects set are usually capable of broad general treatment. "The Development of the French Theatre from Jodelle to Corneille," "The French Wars of Religion," and, in English, "The Evolution of English Literature from Richardson to Burns," are typical subjects which have been actually set. The "Science of Language" includes the origin, classification, and development of tongues, and comparative grammar; and the "History of Philology" includes classical as well as French philology, and the application of comparative philology to the study of mythology, ethnography, and history.

Living in Switzerland is slightly dearer than in Belgium, but good *pensions* can always be found from 140 to 200 francs per month.

The four Belgian Universities, the State Universities of Ghent and Liège and the Free Universities of Brussels and Louvain (Catholic), grant to their Belgian students so-called "academic" diplomas, which permit the holders to practise in their own country the professions of advocate, notary-public, professor, physician, engineer, &c. They also grant "Scientific Diplomas" to foreigners—diplomas which, however, do not allow the foreigners any right of profession in Belgium. These so-called "scientific" degrees are obtained by means of examinations which are more or less identical with the "academic" examinations, and give their holders a right to a degree equivalent to that obtained by the native student who has passed the corresponding "academic" test—Candidate or Doctor of Philosophy, &c.

English students who have already taken a University degree are exempted from such portions of the examination as are already covered by their previous studies. An English B.A. or M.A. is not required to undergo the whole series of examinations for the Doctorate in Philosophy, in Philology, or in History, but is required to satisfy the examiners only in such branches of the subject as he has not previously studied. There are no stated number of terms to be kept by foreigners before entering for the examinations; candidates are allowed to present themselves as soon as they consider themselves sufficiently prepared.

In Brussels and Liège there are many students' clubs—mostly political, as politics play a considerable part in a successful academic career in Belgium—and the Association Générale

* I. General history of the philosophic movement: (a) Greek philosophy; (b) The philosophy of the Middle Ages; (c) Modern philosophy in France, England, and Germany. II. History of the various philosophic doctrines.

opens its doors to foreigners. This is a similar institution to the club of the same name in Paris, and, like the latter, supplies theatre tickets, &c., to members at reduced rates, and has the usual club-rooms and libraries. Foreigners may be admitted as temporary members on the introduction of a member of the club. The cost of living in Belgian University towns is moderate. Furnished rooms, with *pension*, may easily be found for 100 to 150 francs a month.

The degrees granted by Belgian Universities are those of *Candidat en Philosophie et Lettres* and *Docteur en Philosophie et Lettres*, of which the former corresponds to the *Licence* in the Swiss and French faculties. For this degree there are two examinations. The first of these comprises *viva voce* translation from Latin and Greek classics and questions on subject-matter, logic, psychology, the political history of antiquity and the Middle Ages, and exercises on the Latin and Romance languages.

The second examination comprises a *viva voce* test in Latin and Greek (as before), history of French literature and of modern European literature, moral philosophy, and a more extended knowledge of Romance philology than that required in the previous examination.

For the degree of Doctor in Philosophy (besides the regulation dissertation) the candidate is examined in the following subjects:—Comparative grammar of the Romance languages, history of modern literatures, and in particular that of the Romance languages; historical French grammar, detailed explanation of French authors (of the Middle Ages and of modern times); history of modern philosophy; *viva voce* translation of a Latin text and critical study of two Latin authors; history of pedagogy, and one other subject specially chosen by the candidate and not included in the branches already specified.

Foreign students of philology are rare in Belgium, though there are generally about a hundred English medical students in residence either at Brussels or Liège. In Switzerland, however, more than half the students are foreigners, including a fair proportion of English, but very few Englishmen qualify for the *Licence*, although the difficulties, though considerable, are not insurmountable.

CORRESPONDENCE.

ENGLISH SECONDARY EDUCATION IN THE LIGHT OF THE NEW "RETURN."

To the Editor of The Journal of Education.

SIR,—With your leave, I should like to submit to the expert judgment of your readers a few conclusions which, after a careful perusal of it, I cannot help drawing from the Education Department's recent "Return of the Pupils, &c., in Public and Private Secondary and other Schools."

(1) Is it not the chief moral of the Return that, as a nation, we are at present inadequately informed as to the quality of the education which is actually being given in our public and private secondary schools? Many of them we believe to be very good; many, on the other hand, we have reason to suspect of being very bad. But we have no authoritative means of distinguishing the bad from the good, no general criterion of excellence, no official test of the suitability of their accommodation and equipment, and, therefore, no opportunity of forming a comprehensive judgment as to the real nature of the supply of secondary education throughout England as a whole. From more than one phrase in the introductory memorandum prefixed to the Return I gather that the Department is itself fully conscious of the necessarily narrow limits of our present knowledge. The memorandum points out that our secondary schools cannot be classified according to their grade or efficiency until careful inspection has been made of their work by means of inquiry on the spot; and, on the vitally important subject of the competence of the teachers, the Department evidently feels unable to venture beyond the very elementary distinction which it draws between those who are graduates of some British University and those who are not; although it is clear to the humblest understanding that all graduates of British Universities are not necessarily competent teachers, or *vice versa*. We need not be ashamed of confessing that we know very little about the real facts of English secondary

education. It is a big subject, and we are evidently at present only in the initial stages of the investigation of it. Is it not much more becoming to admit ignorance than to pretend to knowledge which we do not possess?

Let us put the case in terms of another arm of national defence—the Navy. The first essential thing in naval policy is accurate hydrographic knowledge. But in English secondary education we have, as yet, no counterpart of this. We can only guess at the extent of the shoals, the velocity of the currents, and the tidal phenomena with which we have to deal. Our first need is good charts. Then, again, how should we stand, in face of some national crisis and of the need for strengthening our naval resources, if the Admiralty could not tell the Cabinet which of the ships on the Navy List were useless or obsolete craft? But the case in secondary education is worse even than this. It is as if no one could definitely tell us the tonnage, the power, or the fighting force of each individual ship in the service. Worse even than this, it is as if the Admiralty had no means of saying which of our ships in commission were battleships, which protected cruisers, and which torpedo-boats. The knowledge necessary for the most rudimentary form of scientific classification has never, so far as secondary schools are concerned, been concentrated in one responsible Department of State. We are all beginning to feel that, like a strong navy, an efficient system of national education is essential to the public safety. But, in the important sphere of secondary education, we have no exact knowledge as to our present fighting force. In naval and other matters, it is clearly premature to begin discussing estimates for new construction while we are still necessarily ignorant of the actual fitness and efficiency of what we already possess.

Needless to add that I do not say this with a view to depreciating public action or to allaying public alarm. Personally, I think the crisis a very grave one. But shall we not be acting like sensible people if we make it our first concern to find out the extent and nature of the mischief? For bad schools and incompetent teachers let there be swift and pitiless extermination. We cannot afford to be badly served. But ought we not, in the first place, to set ourselves to find out exactly which schools are bad and which teachers incompetent for their work?

If these considerations are of any weight, does not the Return show that we ought to have as soon as possible a well-selected corps of secondary school inspectors, charged with the duty of visiting all schools, public and private, which claim to be doing secondary work, and of reporting on their premises, their curriculum, and their teaching? If so, these inspectors must clearly be men and women of very high attainment and of established position, experienced in the work of good secondary schools of different types, and competent to pronounce an authoritative judgment on the various branches of instruction. Their past record must command such general confidence as to secure universal respect for their verdicts. A public-school master would smile at an inspector who dare not, before the headmaster's face, take his sixth form through a speech in Thucydides. It is also clear that the canons of inspection must be laid down by some central body (itself, I may add, worthy of respect), in order that there may be no unevenness of local judgment, no relaxing of the standard in any single district, but one test of uniform severity and justice for the whole land.

Then, again, the inspectors should have the weight of national authority behind them; they should be chosen, appointed, and paid by the State; they should not, like inspectors of nuisances, depend for their salaries on local elected bodies; they should report to the State; and, in the public interest, they should be placed far above any suspicion of local influence or of sectional control. For the momentous duty of dealing with issues which directly touch some of the highest interests of the State we need the best men that can be found for the work. Competent inspection of secondary schools cannot be run on the cheap. Furthermore, in view of the variety of subjects taught in secondary schools, and of the high standard which such instruction ought to reach, a single inspector will rarely be competent to frame a detailed report on the whole of the work of an individual school. As is the case elsewhere, Her Majesty's inspectors of secondary schools will have to work in small well-chosen groups. But it will be essential that they should actually visit the schools, hear the teaching, and see the premises and the life of the school, instead of merely looking over written papers at a distance. A

school, as Thring used to say, is a living thing, and, in order to judge it properly, you must watch it at work, and must know enough to be able to understand its work when you do watch it.

Nor, if I read the Return aright, can the State shuffle out of the responsibility of appointing none but first-rate inspectors by saying that it will only have concern with an inferior grade of secondary school. For one reason, you can draw no satisfactory line between the schools which would expose an incompetent inspector by a letter to the *Times* and those schools which might be trusted to be dumb under any kind of treatment which brought them grants. But another and much stronger reason is that the whole problem of educational efficiency from a national point of view is really involved in the inspection of even the humblest secondary school. In the Navy we don't employ inferior inspectors to test the efficiency of the smaller ships.

It follows, too, that the new inspectors of secondary schools must act in the name of a single Department of State. It would not be edifying to see different sets of inspectors "travelling for different firms in London." To avoid this the new Department must wield the powers, so far as they relate to secondary education, which are at present distributed among several offices. The educational side of the Charity Commission, *with its powers alike under the Endowed Schools Acts and the Charitable Trusts Acts*, and the secondary education side of the Science and Art Department may surely be regarded as necessary constituents of such a consolidated Education Office. Better, one is tempted to say, have nothing done at all than that either of these should be left out. They each represent experience which cannot be dispensed with.

(2) But H.M. inspectors of secondary schools would need instructions. They would require, for example, to be told by the Education Office what different types and grades of secondary schools they were to approve, and what kind of fitness in point of premises and curriculum they should accept as constituting efficiency in each of those grades and types. The formulating of these instructions would be one of the earliest, and, clearly, one of the most difficult, of the tasks to be undertaken by the new Education Office. In order to formulate them satisfactorily (and the first steps taken will be of supreme importance), the Office would have to arrive at something like a clear idea of what kind of secondary education the country needs. To shirk this task of thinking out the problem in its national (and, I may add, in its international) aspects would be to renounce the most essential duty of the Education Office in a modern civilized State. In other words, the central authority would have to do what the Admiralty did when it reconsidered the whole situation and enabled the Government to formulate its first great naval programme in the light of national needs. But this involves a mass of knowledge so placed as to be readily accessible to those who have to form (often at short notice) grave administrative judgments.

Now, as things stand, is there any provision for concentrating this knowledge in the central educational authority? Do we not need to form, as an essential part of the new Education Office, some Board which will serve as an epitome of practical and scientific knowledge on the questions with which the Office will have to deal? Our knowledge of the educational situation is fragmentary. One individual is an expert on part of the subject; none on the whole of it. Yet the new Education Office should be enabled to act with fresh and accurate knowledge of the whole problem, so far as it is humanly possible to secure such a concentration of varied experience. Some of the necessary knowledge is possessed by the local authorities, some by the teachers in the various types of school, some by the authorities of the other liberal professions, some by the departmental officials. Do we not need an Advisory Board of some kind, which will bring all this scattered experience to a central point, remove, by discussion, merely sectional prejudice, and knead the whole into a well-considered body of knowledge?

Knowledge, and the clear principles based on knowledge, are what we primarily need for effective, economical, and far-seeing administration. In place of the casual and intermittent consultation of expert outsiders, we need systematic reference to a well-chosen consultative committee, possessing a continuous existence and the means of conducting the necessary inquiries. Above all, we need this in a democratic State, in order that our institutions may bear up in the struggle with highly instructed bureaucracies abroad. Our Governments

depend on public opinion, and public opinion needs to be informed continuously by some organ in the State deliberately constructed for this purpose. In more than one Department of State this new need is becoming apparent. In dealing with that group of social problems which require for their solution scientific precision of aim and discrimination in applying general principles to complex facts and varying local conditions, we seem to have been brought face to face with the question of the re-organization of central government and of its correlation with local government.

We need, in more than one branch of our central administration, a combination of the ripe wisdom which results from the best kind of official experience—that instinct as to what is parliamentary and administratively possible—with fresh and accurately tested knowledge of the local, individual, and often private circumstances to which administrative principles have to be applied. And, more than this, we need to combine both of these with that broad outlook over national policy and welfare which is the possession of the most eminent statesmen and scholars. Somehow or other shall we not have to fuse together these elements in some form of Advisory Boards attached to various branches of our central administration? Such Boards would not be set to interfere with the details of administrative practice, but would supply the atmosphere of reasoned knowledge and of first-hand acquaintance with the actual complex facts in which good and considerate administration best flourishes.

I know that this is a very big question. But secondary education is a big question too. It touches the life and character of the nation. And, in the course of our study of the problem of secondary education, we seem to have come up against this even greater problem of the reorganization of our central Departments, the reform of which is involved in any wise settlement of our educational difficulties, whether they concern primary or secondary schools or the Universities themselves. What we call the social question in its larger sense (and the problem of national education is part of it) is really due to a growing sense of the need for some kind of State action in fields which were once regarded as far removed from the sphere of public control.

But, in order that such control may be skilfully directed and wisely applied in such a way as to check perilous inefficiency without curtailing healthy forms of individual initiative, the central and local authorities which are entrusted with administrative responsibilities must be equipped with more knowledge; because the facts with which those authorities will have to deal are infinitely complex and in a constant state of change.—Yours obediently,

X.

ANNUAL REPORTS OF COUNTY COUNCIL TECHNICAL EDUCATION COMMITTEES.

To the Editor of The Journal of Education.

DEAR SIR,—May I be allowed to support the protest of "A Southern Secretary" against too great importance being attached to a uniform annual report being issued by the various County Councils of England? For two general reasons: (1) that, I doubt greatly whether the results desired, commendable as they are, would be obtained by apparent uniformity; (2) because I question very much, except in extreme cases, the advisability of one County Council, however favourably situated, taking upon itself to act as the guide, philosopher, and friend of the rest of the County Councils of England.

The movement for a uniform annual report began, I think, some months ago, in the "Technical Education Notes" of the *Journal of Education*, on the grounds that the change would bring greater intelligibility, accuracy, and facility of ready comparison. I venture to join issue on all three pleas. Your contributor complained that the present reports were not easily understood. I have never been able to see why. The contrary has always seemed to me to be true—that any reader of ordinary common sense could follow quite intelligently any technical education report of any county of England.

But the plea of accuracy involves, I think, a serious danger—a danger admirably summed up in a sentence from a recent Bucks report:—"It is dangerously easy to quote favourable figures so as to conceal ugly facts." It should be borne in mind that in these reports Technical Education Committees brand their own herrings. There is a temptation, at present, to make the

reports a puff, in the counties in which they are issued, and I regret to say that I sometimes look upon a voluminous report, crammed with figures, with the same uneasy mistrust that I do upon a Government official's answer in a House of Parliament, and estimate the real success of a county's education inversely as its printer's bill. Deeply impressed as we are with the backward state, compared with that of foreign nations, of secondary and technical education in this country, and with the apathy which exists, especially among the middle class of rural districts, it seems to me most important that our work should be genuine and thorough. Let the farmer be able to think: "That dairy school was efficiently and economically carried on, and its instruction was valuable." "Those poultry-keeping lectures gave sound useful advice." "This organizing secretary must be an earnest fellow, driving out, as he does, night after night to visit these evening schools." "These well-equipped grammar schools, with these scholarships attached thereto, after all, offer great facilities"; and, with time, the slow, conservative, but sure English character will be won. The average Briton is, as Professor Huxley says of Mother Nature, "serenely obdurate to honeyed words; only those who understand the ways of things, and can silently and effectually handle them, get any good out of" him.

The great desideratum of technical education is genuine, conscientious, intellectual work. In a northern newspaper I picked up, some time ago, I was struck with the truth, possibly partial, of some remarks by a Mayor of Bradford who, in opening a new institute, doubted whether more real work could be accomplished there than was done by himself and other earnest students who met in an underground kitchen years before. Big buildings, recreative classes, conversaciones, spicy literature with big figures, like big plums, may be very useful adjuncts to mental improvement, but they cannot take the place of it.

But further as to accuracy. The circumstances of Counties vary greatly, causing Committees to attach shades of importance to the same class of work; the model is represented according to the position of the draughtsman; personal equation, natural character, previous training, and experience are modifying influences. Those of us secretaries who have sent out circulars to collect information from our fellows are painfully aware of these facts, and know that, while it is quite possible to get a very fair average idea, an exact accuracy of comparison is impossible. And, as "A Southern Secretary" has well pointed out, such comparison as is possible and requisite is being most admirably done by the compilers of the *Record of Technical and Secondary Education*.

The evils I have indicated will be intensified, should it come to pass that the report of each county is to be measured periodically with the yard stick against those of its fellows. The trial awaiting it would be an unfair temptation to frail human nature. For, after all, Technical Education Committees are made up of human beings. An unreal—I hope I speak not too strongly—a disgusting form of emulation will be set up. A premium will be placed upon brag—already, I fear, too highly estimated. I contend, therefore, that the present reports are intelligible; that uniform annual reports, under present conditions, would not conduce to greater accuracy or to a fairer comparison of the work of various counties.

Secondly, I respectfully think it inexpedient for one County Council to give an indirect lecture to the other County Councils of England, as the Cumberland County Council does apparently in a "Prefatory Note" to its Annual Report of the year ending August 31, 1897—published on February 2, 1898. One might have expected that after so much deliberation, and with so lofty an object, the "Prefatory Note" would, at least, have been written in clear English. Not so, however. The first paragraph is: "The arrangement of this report has been slightly varied from previous years, in order to meet an endeavour, which is now being made through the Association of Directors and Organizing Secretaries, to secure a greater uniformity in the style and general arrangement of reports issued by Technical Education Committees."

The third paragraph reads:—"The Association of Organizing Secretaries, comprising, as it does, the chief administrative officer of the Technical Education Department of practically every county and county Borough in England [Who is this important gentleman?], is eminently fitted to carry out an improvement in this respect, and it is to be much desired that their [what does *their* stand for?] efforts will meet with the

success they merit." And so on—winding up naturally with the remark, paraphrased a little, that the Cumberland report is a realization of the ideal for which other County Councils should strive. I suppose, both in general arrangement and in style. (The italics in the quotations are mine.) One naturally glances through the Cumberland report. It is a praiseworthy, average report, but there is nothing extraordinarily good about it. A captious critic could point out blemishes, but I have no wish to be captious.

But I do respectfully object to one County Council endeavouring to impose one plan upon the whole of England. Some time ago, there was an attempt at uniformity of scholarships, which, stripped of its garnish, meant that all counties should adopt the standard of London, and of Surrey. Now we have this trial for uniformity of reports, which, robbed of its externals, implies that all counties should be as Cumberland now is.

I hope I am telling no Cabinet secret if I explain how the report of the Organizing Secretaries' Association came to be passed. (The Association, by the bye, comprises thirty-four administrative officers of those of the fifty technical education counties and fifteen of those of the sixty-two county boroughs, and not practically of those of every county and county borough of England, as the Cumberland report would imply.) The matter of a uniform annual report was discussed at a meeting, opposed by a minority, finally referred to a committee, upon which the minority—by its own wish—was very feebly represented. The report advocating uniformity was adopted unanimously because the minority felt there was no harm, but rather the contrary, in this report being accepted as a pious opinion. But the matter assumes a far higher importance when the Association's report is adopted and credited by a County Council.

For technical education purposes the Government adopted the county and the county borough as its units, and any success has been acknowledged, I think, to be largely due to the entrusting the matter to popularly-elected bodies of suitable local government areas—areas of size or population large enough to eliminate petty local interests and not too large to prevent local knowledge. Thus each area has been able, within the limits of the law, to select the subjects and methods of instruction its elected representatives have thought best for it. But one county is not the best judge of another's needs.

To sum up—to assist in preventing misunderstanding. If without impertinence I may do so, I approve of an annual report. I think it has advantages, and a general uniformity is not undesirable. General uniformity was one of the reasons which induced me, at one of our meetings, to suggest the formation of a Technical Education Committees' Association. But annual uniform reports admitting of accurate comparison are not to be so easily obtained as they may seem to be. And it pertains rarely to one County Council to speak *ex cathedra* to its fellows.—I am, yours faithfully,

G. J. HILL.

HOW CAN WE CORRELATE STUDIES?

To the Editor of The Journal of Education.

DEAR SIR,—I have read with interest your correspondent's paper in your June issue on "How can we Correlate Studies?" and, though agreeing with her as to the "guiding principles" on which a curriculum should be planned (see page 368, *Journal of Education*), I should like to offer a few notes on the syllabus suggested by her. In the first place, I believe that the correlation of studies is in practice far more general than your correspondent is disposed to assume. Any practical teacher would choose—where choice is possible—to let the literature, history, and geography, taught in his or her form, illustrate one another. Nor is it unusual for recitation to be connected with literature. Languages also are correlated, though not to the extent which your correspondent advocates. Most teachers of languages are of opinion that it is not satisfactory to teach two or more languages at the same stage and at the same time. It is better to let the child get a grasp of one language before introducing a new one. Instead, therefore, of attempting to teach nouns or verbs in the same language at the same time, it is preferable to insist on a common nomenclature for identical grammatical ideas in different languages, and to teach the grammar, in the first instance, through the medium of one language only. I will

not now enter into the question as to whether the chosen one should be English or Latin.

Secondly, though correlation of studies does exist, it is generally subordinated to an attempt to give each child clear, consecutive, and complete teaching in each part of his or her school education—*i.e.*, in that which relates to ethical training, to the discipline of the intellectual faculties, to the development of the æsthetic instinct. May I be pardoned for suggesting that your correspondent's syllabus does not provide for the satisfactory treatment of a large proportion of the subjects mentioned? (She does not state how long she expects a child to remain in a form; but I assume that she allows a year.) Take literature, for example. When Form V. have mastered the Elizabethan drama in the year allotted to it, they proceed to Victorian prose and poetry, having entirely omitted the intermediate period, which includes such an important name as Milton's. In Scripture I suppose your correspondent intentionally correlates "Fairy Tales" with "Stories from Genesis and Exodus." May I suggest that the Scripture stories should begin with the call of Abraham, and that the earlier part of the Book of Genesis is better taken with older children, to whom the symbolism and poetry there used will more easily appeal. One Gospel only is mentioned. Probably one of the Synoptic Gospels is intended. What about the Gospel of St. John and the Acts of the Apostles—surely each, in its way, an important book? The Epistles should be taken in connexion with the lives of the writers. The history scheme provides for no consecutive teaching of English history before William I.'s reign. Clearly this is a time-table for an

examiner-ridden school! And while I agree with the writer that the German plan of teaching *Weltgeschichte* is a good one, I am surprised to find no general European history in her syllabus except in the fragmentary form implied in the vague title "Wars and Conquests." I must also dissent from her plan of considering the reign of the unit in English history and the King the centre of interest. The geography scheme gives what I suppose to be one year to the study of one country of Europe in detail; the rest of Europe, as well as Asia and America, being omitted except as regards our own colonies. What is this but being "insular" in our teaching—a point of view your correspondent deprecates?

To discuss the position of drawing, singing, and physical exercise in a school curriculum, is a tempting subject, but one which I fear must be omitted for want of space. I do not, however, understand from your correspondent's paper how she would correlate drill with singing and literature.

It is, of course, always easier to criticize than to construct, and I enclose a syllabus, not from any conviction that it solves the problem of correlation, but because the subjects, though mainly chosen with a view to satisfactorily covering the ground of a child's education within the given time, are, to some extent, correlated. Unlike your correspondent's literature syllabus, this school syllabus has undergone changes and modifications. In its present form it is, however, in use here, and thus may possibly be of some interest to your correspondent.—I am, dear Sir, yours truly,

ELEANOR F. JOURDAIN.

Girls' College and School, Corran, Watford, Herts.

FORM.	AV. AGE	SCRIPTURE.	LITERATURE.	HISTORY.	GEOGRAPHY, &c.	SCIENCE.	LATIN.*	FRENCH.*	GERMAN.*
I.	7	The Parables.	Fairy Tales.	Stories from Ancient History.	Land and Water.	Object-Lessons.	—	—	—
I. A.	8	Stories from the Life of Christ.	Do.	Do.	Do.	Do.	—	—	—
II.	9	Lives of the Patriarchs.	Stories of Greek and Roman Heroes.	Stories from English History.	The World.	Botanical Object-Lessons.	—	Charlin's "First Steps," Part I.	—
II. A.	10	Do.	Do.	Do.	Europe.	Do.	—	Do., Part II.	—
III.	11	Lives of the Apostles. Books of Joshua and Judges.	Stories from Chaucer and Spenser.	English History to Henry VII.	The British Isles.	Botany and Physiography.	1st Reader and Writer (Accidence).	1st Reader and Writer (Accidence).	—
III. A.	12	Gospel of St. Mark. Books of Samuel.	Stories from Shakespeare.	English History from Henry VII. to Victoria.	Asia.	Do.	Do.	Do.	—
IV.	13	Acts of the Apostles. Prophets and Kings of Israel.	Macaulay's Lays. Scott's Poems.	Greek History.	America.	Botany and Physics.	Do.	2nd Reader and Writer (Syntax), Easy Translation.	1st Reader and Writer.
IV. A.	14	Gospel of St. Luke. Prophets and Kings of Israel.	Chaucer and his Times.	Roman History.	The Colonies.	Do.	2nd Reader and Writer. Easy Transl ⁿ .	Do.	2nd Reader and Writer, Easy Trans ⁿ .
V.	15	The Minor Prophets. Some of the Epistles.	Spenser and his Times.	European History to the Renaissance.	Historical Geography.	Botany and Physics, or Chemistry.	Grammar, Prose Composition, Latin Authors.	Prose Composition, French Authors.	Do.
V. A.	16	Book of Psalms. Gospel of St. John.	Some Plays of Shakespeare.	European History from the Renaissance.	Do.	Do.	Do.	Do.	3rd Reader and Writer, Ger. Authors.
VI.	17	One of the Major Prophets. The Apocalypse.	Milton and his Times.	Special Periods of English History.	Economics of Industry.	Botany and Chemistry.	Do.	Prose Comp ⁿ , Lectures on French Literature.	Prose Comp ⁿ , Lectures on German Literature.
VI. A.	18	Lectures on Hebrew Poetry. Lectures on the Synoptic Gospels.	Modern Prose and Poetry.	Do.	—	Do.	Do.	Do.	Do.

* The Readers and Writers referred to are those of the "Parallel Grammar Series."

"RETURN OF PUPILS IN SECONDARY SCHOOLS."

To the Editor of The Journal of Education.

SIR,—However accurate may be the figures contained in the "Return of Pupils in Secondary Schools," Mr. Macan has made some deductions therefrom that cannot be passed unnoticed. In his estimate of schools required, he quietly passes over the possibility of expansion of existing schools. He does not seem to know that the head of almost every middle-class school has a difficulty with parents who fail to recognize a satisfactory standard of age for beginning and for leaving school.

It is not at all unusual for certain classes of parents—farmers, shopkeepers, and others—whose children are supposed to be receiving secondary education, to remove their sons from school at the age of fourteen, and fifteen is quite a usual leaving age, even in the case of boys whose parents can easily afford to pay the school fees.

Taking Reading (population about sixty thousand), there ought, according to Mr. Macan's figures, to be six hundred boys in the secondary schools of that town. The "Return" gives the figures as 561 between the ages of ten and nineteen; yet only 58 are between the ages of sixteen and nineteen, and of these 23 are boarders in a non-local school; and a further deduction must be made for the non-local boarders of the Reading Grammar School. It would appear, then, that the usual leaving age of sons of parents living at Reading is under sixteen, and, therefore, Mr. Macan would argue that there is not a sufficient provision of secondary education in Reading; but the contrary is the case.

My point is that fifteen is a common leaving age for sons of well-to-do parents, and, if it modifies my argument to say that Reading has an "Extension College," the same fact must upset Mr. Macan's figures, for he has not allowed for the existence of any such colleges. If pupils stayed longer at school, places could be found for the majority in existing schools.

Mr. Macan speaks of the proposed new schools as likely to encourage private schools; but secondary education in Wales affords a good example of what would be done by what he proposes. A short time ago I had in my hand a large number of letters from heads of private schools in Wales, many of which resembled, in some respects, the two painful letters quoted in the recent "Return." All of them complained, not of competition, but of being unjustly crushed out; and, if the Girls' Public Day School Company's school at Swansea could not survive, what could be expected of many private schools? No wonder, when such sweeping theorists as Mr. Macan try to assume the lead in educational matters, that private teachers should view approaching legislation with distrust.

It is refreshing to turn to such honest workers-out of the educational problem as Dr. Scott, whose recent statement at the College of Preceptors to the effect that the public school shaded imperceptibly into the private school deserves notice.

The line between the two classes of school is difficult to draw, and I would ask whether a headmaster who gets a small country grammar school with a few day scholars, and works up a large boarding connexion on his own account, is not conducting his school for private profit? Yet he has the advantage of endowment and County Council grants.

Dr. Scott was one of the first among public-school men to advocate the principle now adopted by the Headmasters' Association—that efficient schools, whether public or private, should be eligible for grants from the local authority.

I am sorry that private teachers who set their faces against inefficiency do not more generally join in promoting legislation in secondary education. At one time they might have taken the lead, to the great advantage, in my opinion, of private schools. Now others are in the field. The areas in which private schools might have been placed are being covered by schools of another kind. Yearly it is becoming more difficult to conduct a private school of the middle class, more difficult to effect the transfer of schools, and more difficult to secure satisfactory assistants, who, in the present uncertain state of affairs, naturally prefer public schools.

There is no reason why private teachers should not secure all they can justly demand. There is no reason why small private schools should be suppressed, or why weak private

schools, like weak public schools, should not be allowed time to become strong; but I feel convinced that the best interests of the private teacher will not be served by substituting destructive criticism for a publicly declared policy.—I am, yours faithfully,

Maidenhead College.

A. MILLAR INGLIS.

June 20, 1898.

THE NEW "DOCTORAT" IN THE UNIVERSITY OF PARIS.

To the Editor of The Journal of Education.

SIR,—My letter to you on the above subject must have been couched in very clumsy language indeed, for Mr. Findlay to misunderstand it as he has done. Yet, after reading it again carefully, I fail to find in its contents any justification of his conclusions.

When English scholars go abroad, says Mr. Findlay, it is to find out the *best professors in their own field of work* and to study under them, especially when—as happened in his own case—the English Universities *give scanty recognition to the pursuits which they follow* (the italics are mine).

Now, is not this exactly the position in which English students of foreign languages find themselves placed? Have we in England any scholars whom we could for a moment dream of comparing to such men as Gaston Paris, Paul Meyer, Brunetière, Faquet, Larroumet, Petit de Julleville, &c.?

Is it not an inestimable advantage for English students to be allowed to work under these, undeniably "the best professors in their own field of work," and can Mr. Findlay explain why what he considers of great value in a German University is scoffed at by him as a mere "decoration" when it is offered by a French one? He probably forgets that this "decoration" will only be granted after a very searching and exhaustive test—not only of the student's mere knowledge of books, but of his personal value, and of the results of *his own* original research work.

In another part of Mr. Findlay's letter I find the extraordinary statement that "no further opportunities are offered for study." On what authority does he make that assertion?

One sentence in my letter seems to have especially been the cause of Mr. Findlay's adverse criticism. I said that the new degree had been "framed with due regard to the needs of foreign students," and also that the time during which these students are expected to reside *may* be shortened by the Faculty.

What does this really mean? Simply that the University (thinking, no doubt, that a man who had already graduated in his own country might reasonably be spared the tedious work of again going through preliminary examinations) will, in future, allow these foreign graduates to "skip Smalls and Mods," and proceed straightway to "Greats."

According to Mr. Findlay, this is all wrong; the English degrees are so very inferior to the French that an Oxford graduate, for instance, ought on no account to be excused the *Baccalauréat* and *Licence*, but must waste two years in preparing for them.

That was the view which the French authorities took for a long time. And, now that these ridiculous restrictions are at last removed, Mr. Findlay shows his appreciation of the advantages granted to his countrymen by protesting against "the offer of a new decoration." It is to be hoped that your readers—those, at least, who are personally interested in the subject—will look at it from a different standpoint, and show themselves, as they ought, sincerely grateful.—I am, Sir, yours sincerely,

H. E. BERTHON.

ENGLISH LITERATURE IN SCHOOLS.

To the Editor of The Journal of Education.

SIR,—May I express, through your columns, a difficulty which presents itself in my school with regard to the teaching of English literature, and which must, I think, present itself also in many others? At the present time, when pupils are expected to take so many subjects in examinations, it is impossible to find time to prepare them in the play of Shakespeare (or some other alternative work) required by the Cambridge Locals, and also to teach them the history of English literature, which they undoubtedly ought to know. The set book occupies all the time that can be spared in the time-table for instruction in English literature. In the Senior Cambridge Local, students are expected to know the literature belonging to the period of history set for that year; but there is seldom, I believe, more than one question upon it in the paper—

sometimes part of a question, and occasionally there is none at all—so that a very slight knowledge is sufficient. This is exceedingly fortunate, as the Senior candidates have to get their instruction in the subject squeezed in where they can. The result of all this is that students for the English Language and Literature Group in the Higher Local Examination, &c., only too often find their foundation knowledge of general English literature exceedingly inadequate for the work they have to take up. If this has been found to be the case in other schools, would it not be possible to suggest to the Cambridge authorities that they would confer a great benefit by setting a period of English literature to be taken instead of a set book, if preferred. It seems to me that such an arrangement would give pupils a chance of knowing something of the subject beyond a few of Shakespeare's plays (inexpressibly useful for study as they are), or one or two other works by some well-known author, and also would commend itself to every lover of the study of English literature.—I am, yours faithfully,
June 12, 1898.

HEADMISTRESS.

"BOYHOOD."

To the Editor of The Journal of Education.

DEAR SIR,—In a very kind notice of my little book, "Boyhood," your reviewer makes a criticism which I should like, in my turn, to criticize, if I may. He says: "From the recommendation on page 62 we strongly dissent, and would substitute a lesson in botany." My experience is that lessons in botany are practically useless for the purpose of accomplishing the object of teaching children to understand purely, before they are put into circumstances where they will learn facts of nature from other children, who, only half knowing what they are talking about, for that reason talk impurely. I have seen children after a botany lecture "knocking their heads together" and whispering and giggling; most evidently they were applying what they had heard to the half-developed ideas on the general question of natural subjects, which they looked upon as "forbidden ground," and which these lessons had only helped to develop, without divesting them of their secrecy.

I think any one who has had much experience of children would say that country children look at these matters in a more wholesome way than do town children. Stables are often most unwholesome places for young boys, but that is only because "stable-helpers," as a race, are an unwholesome set. Farmers' sons are generally thoroughly sound in this respect. May I say, as a comment upon the amusing little story with which your reviewer finishes his notice of my book, that I think the home-teaching of the small embryo judge may have had the effect of teaching the child to put more value upon food for the stomach than upon food for the soul? Not but what I always have thought that the ordinary sermon is very unsuitable religious diet for young things; and I am always glad to see children go out of church before the "man" gets into his "box."—Faithfully yours,

St. Edmund's School, Hunstanton.

ENNIS RICHMOND.

JOINT AGENCY FOR MEN TEACHERS.

To the Editor of The Journal of Education.

SIR,—May I be permitted to correct a statement in your current number (page 332) on the establishment of the Joint Agency for Men Teachers? As a matter of fact, the scheme to form a united professional agency by the union of existing agencies emanated from the Finance Committee of the College of Preceptors, two members of which were asked to ascertain whether, and under what conditions, such a union would be favourably considered by the other agencies. These delegates, of whom I was one, consulted with the Hon. Sec. of the Assistant-Masters' Association, who at once recognized the possibilities of the scheme; and they arranged with him that he should set the movement going by a letter to the Council of the College. I agree with your article that "it does not much signify which body first conceived the scheme"; but there can be no doubt that the College of Preceptors took the first action.

I venture to write this because your article seems hardly just to the College; but I think that what I have said will not be taken as in any way minimizing the most valuable services rendered to the movement by its late Hon. Sec., Mr. Montgomery.—Yours faithfully,

College of Preceptors,

R. F. CHARLES.

June 27, 1898.

THE CENSORSHIP OF SCHOOL TEXT-BOOKS.

To the Editor of The Journal of Education.

SIR,—the subject touched upon by Mr. Allen in your issue of this month is one of considerable practical importance to teachers and to successive generations of pupils. There is no need to multiply examples of the number, variety, and grossness of the errors to be found in school text-books. It may suffice to rely upon the experience of your readers. Here, then, at last, is a question of educational interest on which all may agree. These mistakes should be talulated, and rectified at the

earliest opportunity. Pressure should be brought to bear upon publishers in order that lists of corrigenda be printed in editions now in use, and a guarantee might well be demanded to the effect that future editions should be purged. As the case stands, evidence can be adduced that certain publishers refuse to take steps in the latter direction until the whole of the edition of the faulty book is exhausted.

Could not the College of Preceptors and the Teachers' Guild be induced to appoint committees to deal with the question? It will be necessary to take into account the susceptibilities of publishers, and even of editors, as your note to Mr. Allen's letter testifies; but I venture to urge that the claims of our pupils are paramount.—I am, Sir, faithfully yours,
J. O. BEVAN.

55 Gunterstone Road, West Kensington, June 18, 1898.

SUMMER COURSES OF THE ALLIANCE FRANÇAISE.

To the Editor of the Journal of Education.

SIR,—As *député* of the Alliance Française, may I ask you for space in your columns to call the attention of your readers to the courses the Professors of the University of Paris will deliver to foreign students during the months of July and August. A feature of these courses on French language and literature, elocution, pronunciation, institutions and arts in France, of a professional value to English teachers of French, is that, at the completion of the courses, a board of Professors will examine orally as well as by written papers those candidates who desire to sit for the *Diplôme Élémentaire* or for the *Diplôme Supérieur*. The *Diplôme Élémentaire* is awarded to candidates who are able to understand, to speak, and to write French; the *Diplôme Supérieur* is awarded to such of the candidates as shall have attended the various courses, and who, besides knowing French grammatically and speaking it correctly, are able to teach it abroad. Last year some fifteen English teachers obtained the diplomas. About two hundred lectures, lessons, &c., are included in the two months' courses, the fee for which is £6. Students may choose shorter qualifying courses, fee accordingly. I shall supply further information on receipt of a stamped envelope.

PAUL BARBIER.

COLONIAL AND FOREIGN NOTES.

CAPE COLONY.

We are indebted to the Superintendent-General of Education for his report for 1897. He superintends the education of 122,186 children, of whom 57·27 per cent. are coloured. Considering the enormous preponderance of coloured people in the colony, these figures mean that comparatively little progress has yet been made in getting the native children within the influence of the school. In the absence of compulsory attendance, and in the presence of difficulties of communication of which we can scarcely form a conception, the Superintendent may be congratulated upon having brought the average attendance up to nearly 75 per cent. Like most educational reports, the document deals mainly with statistics, which are doubtless of value to the population they immediately concern, but have little interest for the student of comparative pedagogies. We have, however, noted one or two points. Here, as elsewhere, the least satisfactory schools are the mission schools; here, as elsewhere, when the authorities are doing their best, "progress is too often barred by the indifference and procrastination of the people." Of the 3,844 teachers only 1,644 hold teaching certificates, and only 312 certificates of the first or second class. As "uncertificated" in South Africa is said to be generally "synonymous with incompetent," serious efforts are being made to remedy this state of affairs. Amongst other means, vacation courses for teachers are regularly held, both in Cape Town and elsewhere. Last year these courses were attended by 310 teachers, of whom 117 gained certificates.

The qualifications of the rest may be gathered from the following extract from the report:—"So low is the standard that few outsiders can have any idea of it. As regards arithmetic, for example, the Inspectors say: 'As many as 17 gained less than 20 marks out of 100. What is still more disturbing is the fact that ten of these practically received no marks whatever.' Considering that the candidates were acting teachers, and that the questions were of a very elementary character, this state of affairs must be regarded as most unsatisfactory." The test of spelling, which consisted of 50 selected words, elicited an equally disagreeable verdict, for '18 students out of a class of 33 had an average of 34 words wrongly spelt.' It must not for a moment be thought that this weakness in spelling English words was compensated for by a more thorough knowledge of Dutch. The very reverse was the case, for the Lecturer on Dutch stated that 'about one-third of the candidates got no marks at all. Their efforts at Dutch composition—and it is worthy of note that the majority of the candidates I am referring to bear Dutch names—were miserably weak.'

The report concludes with the expression of the hope that "the

evidence of progress it contains will not be utilized as an argument for delay in introducing the one measure which would make progress easy and rapid—a Compulsory Attendance Bill.” Easy and rapid in *quantity* perhaps, but progress in *quality* is a more difficult aim.

CANADA.

There has been no better example of the great power for good of education than the result of the administration of Indian affairs in the Dominion of Canada. Here was a large and roving population of Indians as brave and warlike as any of their fellows in the United States, and yet there never have been any serious difficulties, any dreadful massacres, and fierce, bloody battles such as have cost the United States such tremendous loss of life and millions of dollars. The reason for this lies in the liberal treatment of these aborigines, the recognition of their rights as original possessors, and the efforts put forth to provide suitable means of education. The money voted for this work went not into the hands of dishonest middlemen, as in the United States, but was wisely administered by Government officials under direct and responsible supervision. The results have been peace within her borders and a gradual uplifting and civilizing of the Indians, until now very many of them have acquired the right to vote, and, in the exercise of the franchise, show themselves thinking and capable citizens. In British Columbia, the Territories, and Manitoba, they are yearly getting to appreciate better the value of live stock as a means of making money, and are becoming formidable rivals of the white population. The amount expended for relief is gradually becoming less, and now amounts to less than 200,000 dols. There are some 285 Indian schools in operation in the Dominion, with an enrolment of about 10,000 pupils, and an average attendance of about 55 per cent. The day schools number 232, with an enrolment of about 7,000 pupils. There are 22 industrial schools, with an average attendance of 1,550, costing about 212,000 dols. The Government expenditure upon education during the year was 306,953 dols. There is a great demand by the Indians for educational privileges, for the expenditure has advanced in fifteen years from 18,000 dols. to the above figures. Every cent of this is money well invested.

The value of patience and forbearance has been very clearly shown in the settlement of the Manitoba school question, which threatened to be so troublesome, and which has now become merely past history. At a meeting of the Manitoba Educational Advisory Board, held on the first day of May, the following resolution was adopted: “In the examination for bilingual certificates of the third class, subjects of German and French literature and composition shall be substituted for English literature and rhetoric.” The names of Rev. Father Drummond, Rev. Father Cherrier, and T. Rocheon, all Roman Catholic, were added to the list of examiners. This augurs peace, for, since the passage of the Manitoba School Act, abolishing separate schools, members of the Roman Catholic Church have steadily refused to act on the Board. The Rev. Father Cherrier is Superintendent of the Roman Catholic parochial schools of the Province, of which there are eighty-two at the present time, and is an educationist of recognized standing. The fact that it was not a theory, an opinion, or an ambition that was to be dealt with, but a *faith*, has made the question very difficult to settle. The Roman Catholics believe that the first essential in the education of a child is a religious, that is, a Roman Catholic, atmosphere. They do not think this or believe it merely—they know it. It is as much a matter of actual knowledge as the shining of the sun, and against such faith as this all the persuasions of logic, all the results of experience are of little avail. They have shown their faith in the wonderful way in which they have by voluntary contributions sustained their schools, notwithstanding the withdrawal of the Government grant. The amicable adjustment of these difficulties will mean more rapid progress in public education in this Province.

In the University there is perfect harmony between Protestants and Roman Catholics. It is not a teaching body, its function being the holding of examinations and the conferring of degrees. It is composed of seven representatives from each of the five denominational colleges.

We have also received the report of the Minister of Education for Ontario, which, in scope, does not differ materially from that for the Cape already referred to. We note (1) that the Minister is an ardent supporter of public libraries, holding it to be as much his “duty to provide education for young people after they leave school as while they are pupils in the schools”; (2) that he earnestly advocates the development amongst teachers of “a healthy, progressive spirit in professional work,” and has instituted a Teachers’ Reading Course as a means towards that end. The official regulation that deals with this new departure runs as follows:—“The Minister of Education may prescribe a course of reading for the teachers of public schools. The course shall extend over three years. The list of books for each year will be announced by the Education Department. Any teacher who desires a certificate of having taken the Public School Teachers’ Reading Course shall make a synopsis of not less than ten, or more than fifteen, pages of each book read, and shall transmit the same to the Inspector of his district on or before June 30 in each year. Such synopsis shall be accompanied by a fee of 25 cents and a declaration that the books

prescribed for the year were read, and that the synopsis submitted was prepared without assistance by the person signing the same. The Management Committee of each Teachers’ Institute shall appoint two persons, who, with the Inspector, shall form a Committee for determining whether the synopsis made by the teacher desiring a certificate indicates that the books have been read intelligently. The Inspector shall issue a certificate for each book so read, on the form prescribed by the Minister of Education, to every teacher whose synopsis has been found satisfactory. If a teacher is unable to read all the books prescribed for the year, or if his synopsis of any book has been rejected, he may substitute the books of the next year for those omitted or rejected. Any teacher who submits to the Education Department certificates showing that he has satisfactorily read nine of the books prescribed shall be entitled to receive from the Minister of Education a diploma certifying to the completion of one full reading course covering three years. Additional diplomas shall be awarded to teachers who complete additional courses of three years.”

The books prescribed for last year were Baldwin’s “Psychology applied to Teaching,” Fouillée’s “Education from a National Standpoint,” and Bourinot’s “How Canada is Governed”; for this year they are Hinsdale’s “Teaching the Language-Arts,” Davidson’s “Education of the Greek People,” Parkman’s “The Old Régime in Canada.” Such a scheme may not in itself accomplish any great ends, but it is welcome evidence of the growing opinion that the progress of education depends primarily upon the progress of the teacher, and that the good teacher, though generally cheap, is not to be found ready-made.

In the course of a paper on “Moral Training in the Public Schools,” read before the Ontario Educational Association in April last, Professor Hume drove one more nail into the coffin of the old slander that schools—like those in Ontario, for instance—from which dogmatic religious teaching is excluded are incapable of giving any moral training. “It is simply untrue,” he said, “that the public schools of Ontario give merely an intellectual drill. I am not referring to the modicum of religious instruction in the opening and closing the schools with prayer, and the reading of a few verses from the Bible. Altogether apart from this, the whole exercises of the school are moral as well as intellectual. Every part of the school work can be utilized, and is being utilized, by efficient teachers in the moral training of the pupils. The true teacher is not teaching arithmetic, literature, or history to his pupils, but is training his pupils mentally and morally by means of these topics. He keeps before him constantly an ideal for which he strives, the harmonious development of all the child’s powers, and he is never forgetful of the higher æsthetic moral and religious demands of the child’s nature. With patient care he trains the child with these higher results constantly in mind. . . . If some of the more zealous clergymen who spend much energy in an attempt to incorporate religious instruction in the public-school programme would direct some of it to the revival of family worship, perhaps more results would be attained. The home is the central institution; church, Sunday school, and public school are subordinated to it. At any rate, the public-school teacher is not meant to supersede the parent, but to be his efficient and sympathetic assistant.”

NEW ZEALAND.

At the last meeting of the Educational Institute, the presidential address, almost exultant in parts, touched once more on the troublous question of the educational labourer’s hire. “If, in the march of progress,” it was said, “New Zealand is to keep in the van with other nations, she can best do this by bringing her system of primary education to the highest possible state of efficiency. No system can reach such a state unless the best of the nation’s boys and girls—the best morally, mentally, and physically—are induced to join the ranks of teachers. Are we in New Zealand holding out sufficient inducement to the best of our boys to become teachers? Of 1,043 pupil-teachers employed last year only 219 were males. This is hardly to be wondered at when we find that out of 385 teachers (excluding pupil-teachers and sewing mistresses) in the districts of Taranaki, Marlborough, Nelson, Grey, and Westland, 226 receive less (many of them very much less) than £100 a year. Of about 2,500 teachers in the colony (again excluding pupil-teachers and sewing mistresses) only 67 get over £300 a year. No thoughtful parent, then, would allow his son to study hard for five or six years with the prospect, at the end of that time, of settling in some out-of-the-way spot at a salary less than the wages paid to a tailor or a baker. The time is coming when, if any of the best of our boys take up teaching, it will but be as a stepping-stone to other professions. How can this state of affairs be remedied? Parents must learn to look upon and teach their children to regard teaching as a high and honourable calling, and they must treat teachers with such respect as is due to educated men and women holding important and responsible positions. Committees must prevent teachers from being worried by frivolous and vexatious complaints. Boards should allow to teachers some discretionary power, and not sap all manly independence by binding them hand and foot with irksome and unnecessary regulations. Salaries must be fair remuneration for the work required to be

done. Given these conditions, the best of our boys will come to regard teaching as a profession worthy of being followed."

Though the attendance in New Zealand is more than 82 per cent., there is widespread dissatisfaction with the working of the Compulsory Attendance Act. The *New Zealand Schoolmaster* puts the case as follows:—"New Zealand educationists are continually claiming for our educational system that it is free, secular, and compulsory. It is doubtful, however, whether the last term can fairly be applied to the half-hearted form of compulsion which is applied to the children of this country. Let us examine the extent to which the system may be said to be compulsory. In the first place, there is no compulsion unless the Committee of a school district shall have passed a formal vote declaring that it intends to bring certain clauses into force. When the clauses are actually in force, the Committee of the district has to take the initiative in prosecuting the parents of those children who break the law; and, as the law-breakers are as often as not well represented on the Committee, it is not to be wondered at that from all parts of New Zealand complaints are made by teachers about irregularity of attendance and the supineness of Committees. Suppose, however, we have a model Committee determined at all hazards that the children of the district shall take advantage of the opportunities offered them—how far is it possible for it to exercise its power? They are nominally able to compel attendance for six half-days in every week (in which the school has been open at least nine times). If, by any chance, through a statutory holiday the school should be closed for one day, no provision is made for enforcing attendance during the rest of the week. Children may absent themselves during the whole of that week without rendering their parents liable to any penalty. Probably, on an average, there are not more than thirty-six weeks in the year in which the minimum attendance of six half-days can be enforced."

UNITED STATES.

In order that its Professor of Philosophy and Pedagogy may put his philosophy of education to a practical test, the University of Chicago has established an elementary school of its own, where Professor Dewey reigns supreme. We are indebted to the *School Journal* for the following details of this important experiment:—"The children of the school are classified, according to their degree of advancement, into groups. The younger groups are limited to eight children; the older groups are larger. It is stated that the children in the same group do varying amounts of work along the same general line, thus combining community of aim and material with variety of individual execution. Children are advanced from one group to another whenever they show signs of requiring the stimulus of more difficult work. No examinations are held, or marks given. The limiting of the younger groups to eight children while the older groups contain more is worthy of attention. This is a recognition of the fact that, as the pupil advances, he needs the guidance of the teacher less and less. The small size of the younger groups enables the teacher to give that individual attention, so much needed.

"The work of the school is arranged so as to provide a balance between active and intellectual work. The active work consists of manual training, gymnastics, cooking, sewing, excursions, games, &c. The manual work plays an important part, and is carried on in strict relation to the other work. So far as possible, whatever is needed in the work is made by the children. The writer saw a curtain for a bookcase, woven by the children in a loom made by the children. Every day a part of their luncheon is prepared and cooked by the pupils. With the younger children, the active factor predominates. As they mature, distinctively intellectual problems are introduced. It is the purpose of the school to keep the work in science, history, number, &c., in strict connexion with the constructive activities. The formal studies, reading, writing, number, &c., grow out of the regular work. They are taught to the child as he needs them; as tools by which he may better accomplish his purpose. Books are used by the older pupils, not as set texts, but for reference, as convenient summaries, and as guides to the matter under discussion.

"The official statement of the moral aims of the school runs as follows:—"Genuine, as distinct from artificial, moral growth is measured by the extent to which children practically recognize in the school the same moral motives and relations that they find outside. This can be secured only when the school contains the social conditions and presents the flexible, informal relations that prevail in every-day life. When school duties and responsibilities are of a sort found only in the school, comparatively little aid is secured for the all-round healthy development of character. When school conditions are so rigid and formal as not to parallel anything outside the school, external order and decorum may be secured; but there is no guarantee of right growth in directions demanded by the ordinary walks of life. When what is expected of children is based on the requirements of school lessons and school order as laid down by text-book or teacher, not by work of positive value to those doing it, external habits of attention and restraint may be formed, but not power of initiative and direction, nor moral self-control."

"Dr. Dewey holds that the motive for learning lies in the application of knowledge; that, for genuine intellectual development, it is impossible to separate the attainment of knowledge from its application; that the divorce between learning and its use is the most serious defect in our existing education. By the separation of knowledge from its application, a fatal split is introduced between school learning and vital experience—a split which reflects itself in the child's whole mental and moral attitude. The reason given for placing the emphasis upon constructive and manual work is the fact that such occupations connect themselves easily and naturally with the child's every-day environment, create natural motives for the acquiring of information and the mastery of related methods through the problems which they introduce. As to methods, the purpose of the school is to keep alive the spirit of inquiry in the child. The attainment of knowledge, information, is kept subordinate to that of self-control—the ability to conceive and solve problems. It is utterly antagonistic to the idea that the purpose of education is to store the mind with facts. The attitude of the student should be to inquire, rather than acquire."

RUSSIA.

Speaking of the late Minister of Education, *Free Russia* says: "The sixteen years (1882-1898) during which Count Delyanov was at the head of the Imperial Ministry of Education have been one of the periods most inimical to enlightenment in Russia. The number of University students, which was 14,027 in 1886, came to 12,855 in 1891. In 1887 the Minister issued a circular urging his subordinates to hinder in every way the admission of children belonging to the poorer classes to the intermediate schools. Since then no child has been admitted whose parents cannot prove by certificates, obtained from officials, their capability of maintaining their children in these schools for the entire course of seven or eight years. Some two years ago, the late Minister congratulated himself on the results of this step in these words, which he did not scruple to make use of publicly: 'I rejoice with all my heart that there is only an insignificant percentage of children of poor parents among the graduates of these [intermediate] schools. Poor people shouldn't engage in scientific studies.' At the same time, the admission of Jews, both to intermediate and higher educational institutions, was limited to 10 per cent. of the whole number of pupils within the pale of settlement, and to 5 per cent. without, and in St. Petersburg to 3 per cent.

"The system of clerical primary schools, which was started with the purpose of giving to peasant children no information whatever beyond reading in Church-Slavonic, the knowledge of some prayers and hymn-singing, found in Delyanov a steady supporter, though the growth of these schools was injurious to the Ministerial primary lay schools.

"On his death all the newspapers, with two or three exceptions, immediately began to discuss the necessity of better management of national education and the crying need for reform."

UNIVERSITIES AND SCHOOLS.

CAMBRIDGE.

The town and the University have become strangely quiet after the bustle and brilliance of the "May week." The races were this year unusually animated, for bumps were numerous, thanks, no doubt, to the recent shortening of the starting distance between the boats. Trinity Hall fell from its headship of the river, after a tenure of nine years, and the victory of Trinity was highly popular. It was celebrated in orgiastic fashion round a great bonfire in the college grounds on the last night of the races. Then came the Rede Lecture by Sir Henry Irving, who, in his Dublin Doctor's gown, held a great Senate-House audience in rapt attention by his skilful pleading for "something between State aid and State control" on behalf of the drama. On the same day the honorary Doctors were admitted, the most loudly cheered being Sir Henry himself. The Public Orator's speeches were ornate and complimentary, as befitted the occasion. "Belli certe et pacis artes felicitate sociatae sunt Italiae in legato illustri," General Ferrero. Mr. Justice Lindley was "populi nostri tabularii praeses illustris." Mr. Leonard Courtney's civic "virtue" and his moderate "bimetallism" were touched in the Stoic phrase, "nullam vim auri et argenti pluris quam virtutem esse aestimandam." Professor Dicey was praised because he had, "sine ira et studio," discussed the Home Rule question, and "Britanniae causam contra eos qui Hiberniam a nobis divellere conarentur plus quam semel fortiter vindicaverit." Mr. James Bryce had manfully striven "Caledoniae ad montes iter liberum omnibus aperire, Hiberniae nova jura donare, Graeciae fines latiores extendere," and had given us the "libellus aureolus" on the Holy Roman Empire, and also "libri majores sive de Africa, sive de Asia trans Caucasum posita, sive de Republica maxima trans Oceanum Atlanticum constituta." Irving was described as "agendi et dicendi artifex peritissimus"; Poynter, "quot argumenta pictore magno digna tetigit, tactu quo suo

ornavit." The Master of Balliol had explained Hegel, "qui ex discipulis suis plurimis querebatur unum solum eumque perperam sese intellexisse." Mr. Penrose had rowed against Oxford, and stood on the summit of St. Paul's and of the temple of Olympian Jove: "viro ad tantam altitudinem evecto lauream nostram leti decernimus." And, lastly, Mr. Charles Booth, for his great work on East London life and labour, was a man "et de studiis æconomicis et de populo Britannico præclare meritis."

A Long Vacation course for secondary teachers will be held during the months of July and August in connexion with the Day Training College. The fee for theoretical and practical instruction is five guineas, and it is hoped that a certain number of our new-fledged graduates, who propose to take up the profession of teaching, will avail themselves of the opportunity to gain at least an inkling of the technical aspects of their work. Dr. Fechheimer Fletcher is to be the Lecturer on the Theory, History, and Practice of Education for the ensuing year.

The Royal Asiatic Society has conferred its Gold Medal on Professor Cowell for his distinction as a Sanskrit scholar, and the Royal Geographical Society its Murchison Medal on Mr. H. Warrington Smyth, of Trinity, for his work on Siam.

Death has removed from our rolls three honoured names. Dr. Percival Frost, Fellow successively of St. John's and King's; and the Right Hon. Spencer Horatio Walpole, for many years Member and Deputy High Steward, had each attained a ripe old age. Osbert Salvin, F.R.S., Honorary Fellow of Trinity Hall, and formerly Strickland Curator, died at sixty-three, leaving his great work on the natural history of Central America still unfinished.

The University Benefaction Fund continues to increase, the contributions acknowledged by the Vice-Chancellor this term bringing the total above £6,000. Many of them are specially assigned by the donors to the Medical or the Law School buildings. The late Mr. A. W. G. Allen has, moreover, bequeathed £10,000 to the University, but the money is strictly tied up for the foundation of a prize or scholarship in memory of the testator's grandfather, a former Bishop of Ely. One cannot help feeling that our need for more prizes is small, and that there are many academic objects which would serve equally well for a memorial and be more immediately and remotely useful to the cause of sound learning. If intending benefactors would deign to consult the University authorities before assigning their gifts, they would readily be informed as to the best way of bestowing them. It is rumoured that the same testator has left a vastly greater sum to Trinity College—"To him that hath shall be given."

The Senior Wrangler is once more a Johnian, Mr. Ronald Hudson, who is the son of the Professor of Mathematics at King's College, London. Two second-year students, Messrs. Jeans and Hardy, of Trinity, are respectively Second and Fourth Wranglers, and Miss F. E. Cave-Browne-Cave, of Girtton, is bracketed Fifth. She is the only lady Wrangler this year. Seven men and no women appear in the first division of Class I. of the Classical Tripos. Two Scotchmen, Mair, of Caius, and Paterson, of Queens', gain the only distinctions in the Second Part of the Tripos. In the Natural Sciences Tripos, Part I., there are 36 in the First Class, 8 of them being from St. John's and 3 from Newnham. In Part II. there are 17 Firsts; Trinity obtains 5, of whom one is the Hon. R. J. Strutt. He, by force of heredity, gains his distinction for Physics, of which science his father was the last Cavendish Professor. The Senior Jurists are Winfield, of St. John's, and Bagge, of King's. In Moral Sciences a notable success is won by Winch, of St. John's, who, with three others, wins a First in Part II. It is stated that three years ago Mr. Winch was a teacher under the London School Board. He was placed in the First Class of Part I. last year. In Modern Languages three men and one woman, Miss Hutchinson, of Newnham, gain the coveted "star" of special distinction. Altogether twenty-four names appear in the Honours list of this Tripos, which seems to be increasing in popularity.

The total number of matriculations for the year is 931, as against 887 in the last academical year.

In connexion with the Congresses of Physiology and Zoology to be held in Cambridge at the end of August, the Senate has resolved to confer honorary Doctorates in Science on Professors Bowditch (Harvard), Dohrn (Naples), Milne Edwards (Paris), Golgi (Pavia), Haeckel (Jena), Kowalevsky (St. Petersburg), Kronecker (Berne), Kühne (Heidelberg), Marey (Paris), and Hubrecht (Utrecht).

Miss Elsbeth Philipps, of Somerville College, Oxford, has been elected by the Associates of Newnham College to the Geoffrey Fellowship.

The remarkable collection of ancient Hebrew and other manuscripts brought by Dr. Schechter, with the assistance of Dr. Taylor, from the Genizah of Old Cairo has been offered to the University. It includes a large part of the original Hebrew of Ecclesiasticus and unique fragments of the Hexapla and Aquila's Greek version of the Old Testament. The Library Syndicate are naturally eager to accept the invaluable gift, and propose to spend £500 in sorting and cataloguing the forty thousand fragments. The donors, and the heads of the Jewish community at Cairo who enabled them to acquire the collection, deserve and will doubtless receive the grateful acknowledgments of the University.

A number of "advanced students" have this Term submitted to the Degree Committees dissertations which have been pronounced to be "of distinction as records of original research or as contributions to learning" in a variety of departments, including modern languages, divinity, physics, and comparative anatomy. The most remarkable are perhaps the two Benedictines Dom Butler and Dom Kuypers, who have kept their terms in a small private hostel near Christ's College, and whose work on certain ancient MSS. has been approved by the Special Board for Divinity. They are, probably, the first monks who have graduated at Cambridge since the Reformation; yet not a word of protest was heard from any of those who last month flocked to vote against the recognition of St. Edmund's House. The Senate, as in other cases, here withholds the shadow while it concedes the substance.

On July 6 and 7 a conference will be held in the Senate House on the results and prospects of University Extension. His Grace the Chancellor will preside on the second day, and various hospitable functions are being arranged for the entertainment of the delegates and visitors. It is now twenty-five years since the University first established the Local Lectures system, and the occasion is, therefore, specially appropriate for a review and a forecast.

The following appointments and elections have taken place during the month:—Dr. A. Hill has been re-elected Vice-Chancellor; Mr. Tilley has been appointed University Lecturer in Roman History; Mr. E. G. Browne University Lecturer in Persian, and Mr. A. E. H. Love, F.R.S., University Lecturer in Applied Mathematics; Mr. E. Gordon Duff, of Wadham College, Oxford, has been appointed to the Sanders Readership in Bibliography, Dr. Stanton to the Assessorship in Divinity, and Dr. Bradbury to the Assessorship in Medicine; Mr. J. C. Lawson, Pembroke, to the Craven Studentship, Mr. C. D. Edmonds, Emmanuel, to the Prendergast Studentship in Greek Archaeology, and Mr. H. H. Thomas, Sidney, to the Harkness Scholarship in Geology. The Hebrew Prize goes to Mr. C. H. Druitt, of Corpus, and the Scholfield Theological Prize to Mr. C. E. Garrod, of Jesus.

LONDON.

"Caps in the air" was the order of the day on June 15 with those London journals who advocate the "Teaching University for London." The preceding evening the London University Bill, after a disappointing debate of some five hours, passed its second reading without a division, Mr. Harwood withdrawing his motion for rejection.

This action has been somewhat misconstrued, and was prompted mainly by tactical reasons, one of them being the absence of some seventy good votes in Ireland: another was probably the note of conciliation struck at the close of the debate by Mr. E. Robertson and Mr. Balfour, who amiably suggested that, perhaps, the House might bring the discussion to a close for the present, as he felt the Bill should be threshed out in Committee, and when it came again before them from the Grand Committee they would be able to say if it should be passed or not.

It was, apparently, felt by the opponents of the Bill that there would be a better chance of securing substantial concessions if they fell in with this mood; so a vote was not taken. It was, moreover, understood that most of the Government's supporters who were in the House would vote for second reading, though many were determined to eliminate the double examination in Committee. This was generally condemned, even by those who, in the main, supported the Bill.

Sir J. Gorst introduced the measure in caustic, unsympathetic style, and went over the familiar history of the whole movement clearly enough, going out of his way to discount, as far as possible, the recent victory of Mr. Moulton in the Senatorial election, and emphasizing the technical view as to the right of veto of the graduates, to which Lord Herschell gave expression at Presentation. Sir John Gorst said the Bill was not that of the Government, but, on the whole, he recommended it to the House.

Mr. Harwood, member for Bolton and a London M.A., moved the rejection of the Bill in a speech of great force. He stigmatized the Bill as a sham, and contended that it would merely fill the ground that should be occupied by a real teaching University, which should start with a large grant of money for buildings, endowments, professorships, and apparatus. While the teaching University was a cuckoo-bird, the Bill was a shadowy creature—all extremities and no body.

Mr. Voxall, in supporting this motion, was convinced that the standard of the degrees would be lowered. The Bill was an honest attempt to achieve an impracticability.

Mr. Haldane, who made the speech of the evening, fought boldly for his offspring, and waxed eloquent in predicting that this Bill would produce such a University as the world had never seen.

Sir John Lubbock vigorously opposed the Bill, in the interest of his constituents, on the grounds that no teaching would be added; that it gave the University no power over the constituent colleges; that science might not be insisted on generally, as in the past; that the degrees would be lowered, the provincial colleges prejudiced, and the veto taken away. He quoted from members of both Royal Commissions in favour of his views, especially from Prof. Sidgwick in favour of submitting the scheme

to the whole body of Convocation for approval. He was convinced that his constituents would approve any wise measure. Sir John proved the immense success of the University by referring to the number of candidates, which in 1897 reached 6,300, the largest number yet examined. He also pointed out the unfairness of the provision that internal students might take the examinations of the externals, but that the latter had not a similar option. He trusted Sir J. Gorst would consider the amendments which would be moved in Committee.

Mr. Bryce followed with a brisk speech, bringing out, with an air of triumph, the well-worn arguments as to the precedent of Oxford and Cambridge Universities, and the cheap sarcasms as to the chief tradition of London men being the fact of their having been examined in the same building.

After the interval, Captain Norton strongly condemned the Bill, and failed to see why a teaching University should be established by strangling the present institution.

Mr. Richards and Mr. Brynmor Jones both supported the Bill.

Mr. Gray strongly deprecated the dual examination, as did Mr. E. Robertson, who spoke of the high pass standard in his capacity as an Examiner in Laws.

Mr. Carvell Williams made a racy attack on the introduction of theological tests, and objected strongly to the undue influence on the Commission given to King's College.

At 10.30 the Bill was referred to the Standing Committee on Law, to which Sir J. Lubbock, Sir W. Priestly, Sir J. Gorst, Mr. Bryce, Mr. Harwood, Mr. Voxall, Sir A. Rollit, and a few others have since been added as special members for the consideration of the Bill.

The prospects of the measure are considered as doubtful, but a conciliatory attitude will probably lead to its safely passing a third reading.

The remarks of Mr. Balfour above referred to do not indicate any fixed resolve to force the Bill through in its present form, at any rate; and vigilance will be needed to ensure that the concessions contained in the "Compromise" are not lopped away in Committee. The debate was disappointing, inasmuch as most of the speakers betrayed a lack of real acquaintance with the crucial points of London University politics. Several graduates who have taken a leading part in the controversy were present during the debate.

SCOTLAND.

ASSOCIATION OF TEACHERS IN THE SECONDARY SCHOOLS OF SCOTLAND.

[By a resolution of the Association, at the Annual Meeting on November 23, 1895, the "Journal of Education" was adopted as the medium of communication among members of the Association.]

ABERDEEN BRANCH.—The annual business meeting of this Branch was held on the afternoon of Thursday, June 16. The Secretary's report showed that, in addition to the finances of the Branch being in a satisfactory condition, there had been a considerable increase in the membership, the total now being seventy-two, compared with forty-eight last year and thirty-six the year before. After expressing approval of the report, the meeting made the following appointments for next session:—President—Professor Trail, of Aberdeen University; Secretary—Mr. J. B. Philip, Grammar School; Committee—Miss Adam and Mr. Charles McLeod, from the Grammar School; Miss Dallas, Miss Rutherford, and Mr. Fyfe, from the Girls' High School; Mr. Buchanan and Mr. Charles Stewart, from Gordon's College; Mr. Mackie, of Albyn Place School; and Mr. Riddoch, of Mackie Academy, Stonehaven.

IRELAND.

The managerial question has reached an acute stage and taken a new aspect within the last few weeks. The case of Mrs. Sullivan, of Leixlip, has been followed by two others. Mr. Cawley, of Tubber, was dismissed by his manager without the manager's laying the circumstances before his Bishop, while two appeals to the Bishop from the teacher elicited no reply. Recently, however, after much indignant public comment, the Bishop of Meath has reinstated Mr. Cawley, on the grounds that the manager should have submitted the case to his Bishop before dismissing his teacher.

The dismissal of Mr. Hubert Sweeney, of Sligo, however, is more significant. Here the manager dismissed the teacher under the direction of the Bishop, Dr. Clancy, who wished to introduce the Marist fathers as teachers. Notices of dismissal have also been sent to other teachers in the diocese with the same object. In reply to the public agitation concerning these cases, Dr. Clancy published a letter in which he asserted that there was a design to throw off clerical control over education—a control the Church would never relinquish.

More recently, at a formal conclave of the bishops at Maynooth, the agitation on the managerial question was denounced on the same grounds, the bishops, however, stating that in future every manager should submit the case to his bishop before dismissing a teacher, that the teacher would be heard in his own defence, and that the bishop would remain the sole authority to decide each case. The grounds advanced by the bishops are that it is one of their most sacred duties to

see that the young are educated under approved religious and moral influence. If the dismissal of teachers be referred to some such authority as the National Board, teachers in whom the bishops had no confidence might be kept in the schools. Hence, unless the right of dismissal rest with the bishops, they have no control over the training received by the young.

We have here indications of a serious battle on the old question of the supremacy of the Church in education, a question that has yet to be fought out in Ireland. What possibility is there of securing men of high ability and character as teachers if they are to be the mere tools and slaves of the clergy, liable at any time to be dismissed if they do not implicitly follow the wishes of manager and bishop? An appeal against the former to the latter is but a grim farce, seeing that the bishop is the worse enemy of the two. The desire of the bishops to substitute religious for secular teachers is well known, and Mr. Sweeney's case throws an ominous light on what may be expected in the future if the bishops be constituted the final authority.

Legally, at present, the manager possesses the whole power, but, seeing that the manager is a priest, it comes to the same thing.

The question now is: What will the National Board and the Government do? It is plain that a manager, wishing to dismiss a teacher, should recommend that course to the Board, and that that body (on which the Church is well represented), as the administrative authority in Irish primary education, should decide whether the dismissal shall be carried out or not. But to adopt this simple course would be for the Government to declare war against the supremacy of the Church in education.

The past month has also been fruitful of momentous events in Irish secondary education. The Government, influenced by the public demand for an inquiry into the working of the intermediate system, have appointed such a Commission of inquiry, with very full powers of investigation and recommendation. The Intermediate Board, whether impressed by the general discontent, or by the evidence they received, in the discharge of their functions, of evils in the system, themselves joined in asking for the appointment of such a Commission. The constitution, however, of the Commission has caused universal amazement. It consists merely of the seven Intermediate Commissioners themselves!

Those, therefore, whose administration has produced the evils are set to try and pass judgment on their own case, and those who have shown how little knowledge they have of what real education is to recommend reforms.

It is true that the Board are administering the Act of 1878, and that Act binds them to hold public examinations, at which prizes and results-fees shall be given; hence it may be said they are not to blame for the evils sure to arise under such a competitive system. But the powers they are given by the Act are so large and ill-defined that they might have made the system something wholly different from what it is, and reduced the competitive element to a vanishing point. They could settle the nature of the examination and establish any conditions almost that they wished for the earning of results-fees and prizes. They have power to appoint and pay any officers for the purposes of the Act, and also to inspect schools.

That, with the large powers they possess, they have only succeeded in producing one of the worst systems of cramming and overwork probably ever experienced in school teaching, and establishing low and false ideals of education, is not to be wondered at, seeing that the Board is constituted wholly of men busy and eminent in other professions, and that it contains neither practical educationalists nor men who have given time and thought to the organization of education.

But, for the same reasons, they are unfit to form a Commission of inquiry; and it is much to be hoped that additional members will be placed on the Commission. The Board, themselves, should be the first to ask for this.

It is expected that an attempt will be made largely to modify the examinations, and also to introduce inspection; but for any real reform the Board itself must also be altered. At present it consists of lawyers and theologians. It should have on it, besides, expert educationalists and a few men representing the active commercial world. Were a system of inspection introduced, the present Board could not be expected to carry it out efficiently.

It is a most important crisis in secondary education, and it is to be hoped it be used so as to effect a real reform. The Commission have appointed a secretary, Mr. Daly, and will issue a series of queries in writing to the heads of schools. It is not expected that their regular sittings will begin for some months.

Mr. George William Mooney at the recent Fellowship Examination in Trinity College, Dublin, won the Fellowship for 1898. He is a most brilliant student (on the examination test at least) in classics and mental philosophy. Mr. L. H. Gwynn was second, winning the Madden Prize. He is the son of Dean Gwynn, of Trinity College, Dublin, and brother of Mr. Edward Gwynn the Fellow, and of Mr. Stephen Gwynn the *littérateur*—a member of a very talented family. There were nine scholarships in classics awarded this year and five in mathematics. The Professorship of Ecclesiastical History, vacant by the death of Dr. Stokes, a man learned in Irish ecclesiastical antiquities, has been given to Mr. Lawlor, a distinguished student in mathematics and divinity.

SCHOOL AND COLLEGE PRIZES.

Relfe Brothers beg to inform the Scholastic Profession that they keep a very large stock of **PRIZE-BOOKS** in Calf, Morocco, and other Bindings. They invite inspection of the Books at their **SHOW-ROOM**.

A new and complete CATALOGUE just issued.

Also, a specially selected List of Prize-Books suitable for Catholic Schools and Colleges. A copy of either List will be sent post free upon application.

RELFE BROTHERS, LIMITED, Educational Publishers and General School Stationers,
6 Charterhouse Buildings, London, E.C.

Crown 8vo, pp. 380, gilt top, price Six Shillings.

ESSAYS, MOCK ESSAYS, and CHARACTER SKETCHES.

BY CONTRIBUTORS TO THE "JOURNAL OF EDUCATION."

ESSAYS BY MARK PATTISON, DEAN FARRAR, HON. L. A. TOLLEMACHE, PROF. JAMES WARD,
MRS. BRYANT, &c.

CHARACTER SKETCHES OF JOWETT, TOM HUGHES AND THE ARNOLDS, LORD HOUGHTON, PROF. FREEMAN,
G. S. CALVERLEY, &c.

"Many original and valuable papers on a variety of educational and literary subjects."—*The Times*.

"There is not one of the pieces in the book that is dull."—*The Scotsman*.

"It is neatly printed and well got up, and the volume should prove a very desirable addition to the schoolmaster's library."—*The Bookseller*.

"The conductors of the 'Journal of Education' are to be congratulated on their successful aiming at something above the mere trade journal."—*Glasgow Herald*.

"We are glad to see that the 'Journal' is republishing in one volume its excellent character sketches. These and its translations have been real additions in different ways to literature, and deserve a permanent form."—*The Oxford Magazine*.

"A number of prize compositions and other contributions to the 'Journal of Education' have been collected into a very readable volume—'Essays, Mock Essays, and Character Sketches.' The range of subjects and the variety of styles are, of course, large; but the whole book is well informed and well written, and we thoroughly endorse the editor's view that 'this volume may be taken as a practical vindication of schoolmasters against Charles Lamb's too sweeping charge of pedantry and priggism.' Among the contributors Mr. Lionel Tollemache may be distinguished for the admirable qualities of his discourse, 'Blessed are the Strong' (on some moral aspects of evolution), and of the charming little imitation of Bacon, 'Of Cynicism.'"—*Manchester Guardian*.

LONDON: WILLIAM RICE, 86 FLEET STREET, E.C.

Headmasters should apply for

BORWICK'S
THE BEST
BAKING POWDER
IN THE
WORLD.
POWDER.

Recommended
for Schools and
Families for
the best Cakes,
Pastry, and
Puddings.

HINTS ON FRENCH SYNTAX. WITH EXERCISES.
By F. STORR, Chief Master of Modern Subjects in Merchant Taylors' School. Sixth Edition, Fcap. 8vo, cloth, interleaved, 1s.

"There is in the book a maximum of knowledge in a minimum of space. No words are wasted, and there is no hint given that does not need to be emphasised."—*EDUCATIONAL TIMES*.

A Masters' Copy of the above, with Key to Exercises, is supplied to Masters only at 2s. 6d. net, on direct application to the Publisher.

LONDON: WILLIAM RICE, 86 FLEET STREET, E.C.

CASSELL'S PRIZE BOOKS.

Price 3s. 6d.

- King Solomon's Mines.** By H. RIDER HAGGARD. Illustrated. Cloth. Gleanings from Popular Authors. Cheap Edition.
Heroes of Britain in Peace and War. With 300 Original Illustrations. The Master of Ballantrae. By R. L. STEVENSON. Illustrated. Popular Edition, 3s. 6d.; Library Edition, 6s.
Treasure Island. By R. L. STEVENSON. Illustrated. Popular Edition, 3s. 6d.; Library Edition, 6s.
Robinson Crusoe. Cassell's New Fine-Art Edition of. With upwards of 100 Original Illustrations by WALTER PAGET. Cheap Edition, cloth, 3s. 6d.; or buckram, gilt edges, 5s.
Little Folks. Half-yearly Volumes. Picture boards, 3s. 6d.; cloth gilt, gilt edges, 5s. each.
Cassell's Illustrated Bunyan. With 200 Original Illustrations.

Price 5s.

- Q's Works, in Uniform Binding.** 5s. each.
Dead Man's Rock. The Astonishing History of Troy Town.
The Splendid Spur. "I Saw Three Ships," and other Winter's Tales.
The Blue Pavilions. Noughts and Crosses.
The Delectable Duchy. Wandering Heath.
Scarlet and Blue; or, Songs for Soldiers and Sailors. By JOHN FARMER. Words and Music.
Gaudeamus. A Selection of 100 Songs for Colleges and Schools. Edited by JOHN FARMER. Words and Music.
Cassell's Concise Cyclopædia. With about 600 Illustrations.
The Iron Pirate. A Plain Tale of Strange Happenings on the Sea. By MAX PENNERTON. With 16 Full-page Illustrations.
Cassell's Magazine. With about 600 Original Illustrations. Half-yearly Volume. Cloth.

Price 6s.

- Star-Land.** Being Talks with Young People about the Wonders of the Heavens. By Sir ROBERT STAWELL BALL, LL.D., F.R.S., F.R.A.S. Illustrated.
From the Memoirs of a Minister of France. By STANLEY WEYMAN.
The Story of Francis Cludde. By STANLEY J. WEYMAN.
Ballads and Songs. By WILLIAM MAKEPEACE THACKERAY. With Original Illustrations by H. M. BROCK.
The Black Arrow. By R. L. STEVENSON. Illustrated. Popular Edition, 3s. 6d.; Library Edition, 6s.

Price 7s. 6d.

- Doré's Dante's Inferno.** Illustrated by GUSTAVE DORÉ. Popular Edition, cloth gilt, gilt edges, or buckram, gilt lettered, gilt top, 7s. 6d.; large 4to Edition, cloth gilt, 21s.
Doré's Dante's Purgatory and Paradise. Translated by the Rev. H. F. CARY, M.A. Illustrated by GUSTAVE DORÉ. Popular Edition, cloth gilt, gilt edges, or buckram, gilt top, gilt lettered, 7s. 6d.
Cassell's Concise Natural History. By B. PERCEVAL WRIGHT, M.A., M.D., F.L.S. With 16 Full-page Plates, and Several Hundred other Illustrations.
Illustrated British Ballads. With Several Hundred Original Illustrations.
Britain's Roll of Glory; or, the Victoria Cross, its Heroes, and their Valour. By D. H. PARRY. With 8 Full-page Illustrations by STANLEY L. WOOD.
The Dictionary of English History. Edited by SIDNEY J. LOW, B.A., and Prof. F. S. PULLING, M.A., with contributions by Eminent Writers.
Uncle Tom's Cabin. By HARRIET BEECHER STOWE. Fine-Art Memorial Edition. With upwards of 100 Original Illustrations by JENNY NYSTRÖM-STOOPENDAAL.

Price 9s.

- The Queen's Empire.** Containing about 300 splendid Full-page Illustrations, beautifully reproduced from authentic photographs, a large number of which have been made specially for this work, and printed on Plate Paper. Handsomely bound in cloth. 9s.
Battles of the Nineteenth Century. An entirely New and Original Work. Described by ARCHIBALD FORBES, G. A. HENTY, Major ARTHUR GRIFFITHS, and other well-known writers. With Several Hundred Stirring Illustrations. Complete in Two Vols., 9s. each.

Price 10s. 6d.

- The Story of the Heavens.** By Sir ROBERT STAWELL BALL, LL.D., F.R.S., F.R.A.S. Illustrated by Chromo Plates and Wood Engravings.
The Story of the Sun. By Sir ROBERT STAWELL BALL, LL.D., F.R.S., F.R.A.S. With 8 Coloured Plates, and other Illustrations. Cloth gilt.
The Doré Don Quixote. With about 400 Illustrations by GUSTAVE DORÉ.

Price 12s. 6d.

- The Holy Land and the Bible.** A Book of Scripture Illustrations gathered in Palestine. By the Rev. CUNNINGHAM GEIKIE, D.D., LL.D. Edin.

Price 15s.

- Dictionary of Phrase and Fable.** Giving the Derivation, Source, or Origin of Common Phrases, Allusions, and Words that have a Tale to Tell. By the Rev. Dr. BREWER. 1,440 pages, cloth, 10s. 6d.; also in half-morocco, Two Vols. 15s.
Doré Bible. With 200 Full-page Illustrations by GUSTAVE DORÉ.

Price 21s.

- With Nature and a Camera.** Being the Adventures and Observations of a Field Naturalist and an Animal Photographer. By RICHARD KEARTON, F.Z.S. Illustrated by a Special Frontispiece and 180 Pictures from Photographs taken direct from Nature by CHERKY KEARTON. Buckram gilt.
The Magazine of Art. Complete Yearly Volume for 1897. With Exquisite Photogravures, about 800 Illustrations from Original Drawings by the First Artists of the Day and from famous Paintings, and a series of Full-page Plates. Cloth gilt, gilt edges.
Cassell's Guinea Bible. With 900 Illustrations and Coloured Maps. Royal 4to. Leather, 21s. net; Persian antique, with corners and clasps, 25s. net.

Cassell's Complete Catalogue, giving particulars of several hundred Books suitable for Presentation, will be sent, post free, on application.

CASSELL & CO., LTD., LUDGATE HILL, LONDON, E.C.

MR. EDWARD ARNOLD'S EDUCATIONAL LIST.

LESSONS IN OLD TESTAMENT HISTORY. By the Ven. A. S. AGLEN, Archdeacon of St. Andrews, formerly Assistant-Master at Marlborough College. 450 pages, with Maps, price 4s. 6d.

A HISTORY OF ENGLAND. By C. W. OMAN, M.A., Fellow of All Souls' College, and Lecturer on History at New College, Oxford, Author of "Warwick the Kingmaker," &c. 760 pages. Second and Revised Edition. Crown 8vo, cloth, 5s. Also in Two Parts, 3s. each. Part I, from the Earliest Times to 1603; Part II, from 1603 to 1885. Also the Pupil Teacher's Edition in Three Parts. Division I., to 1307, 2s.; Division II., 1307-1688, 2s.; Division III., 1688-1885, 2s. 6d.

ARNOLD'S SCHOOL SHAKESPEARE.

General Editor—J. CHURTON COLLINS, M.A.

One Shilling and Threepence.

One Shilling and Sixpence.

Macbeth.
Twelfth Night.
As You Like It.
Julius Cæsar.
Midsummer Night's Dream.
The Merchant of Venice.
The Tempest.

King Lear.
Richard II.
Henry V.
Richard III.
King John.
Coriolanus.
Hamlet.

ARNOLD'S BRITISH CLASSICS FOR SCHOOLS.

General Editor—J. CHURTON COLLINS, M.A.

Paradise Lost. Books I. and II. Cloth, 1s. 3d.

Paradise Lost. Books III. and IV. 1s. 3d.

Marmion. Cloth, 1s. 6d.
The Lay of the Last Minstrel. 1s. 3d.

The Lady of the Lake. Cloth, 1s. 6d.

Childe Harold. Cloth, 2s.

Macaulay's Lays of Ancient Rome. Cloth, 1s. 6d.

FRENCH WITHOUT TEARS. A Graduated Series of French Reading Books, carefully arranged to suit the requirements of quite young Children beginning French. With Humorous Illustrations, Notes, and Vocabulary. By Mrs. HUGH BELL, Author of "Le Petit Théâtre Français." Crown 8vo, cloth. Book I., 9d. Book II., 1s. Book III., 1s. 3d.

A FIRST FRENCH COURSE. By J. BOÏELLE. 1s. 6d.

A FIRST FRENCH READER AND EXERCISE BOOK. By W. J. GREENSTREET. 1s.

FRENCH DRAMATIC SCENES. By C. A. MUSGRAVE. 2s.

A LATIN TRANSLATION PRIMER. With Grammatical Hints, Exercises, and Vocabulary. By GEORGE B. GARDINER, M.A., D.Sc., Assistant-Master at the Edinburgh Academy, and ANDREW GARDINER, M.A. 120 pages, crown 8vo, cloth, 1s.

A FIRST LATIN COURSE. By GEORGE B. GARDINER, M.A., D.Sc., and ANDREW GARDINER, M.A. Crown 8vo, cloth, 2s.

CAESAR'S GALLIC WAR. With Maps, Plans, and Illustrations. Crown 8vo, cloth, 1s. 6d. each Vol. Books I. and II., edited by G. C. HARRISON, M.A., and T. W. HADDON, M.A. Books III.-V., edited by M. T. TATHAM, M.A. Books VI. and VII., edited by M. T. TATHAM, M.A.

THE ELEMENTS OF EUCLID. Books I. and II. By R. LACHLAN, Sc.D., formerly Fellow of Trinity College, Cambridge. A New and Revised Edition. Cloth, 1s. 6d.

THE ELEMENTS OF ALGEBRA. By R. LACHLAN, Sc.D., formerly Fellow of Trinity College, Cambridge. A New Edition. Crown 8vo, cloth, with or without Answers, 2s. 6d. Answers separately, 1s.

A FIRST YEAR'S COURSE OF EXPERIMENTAL WORK IN CHEMISTRY. By E. H. COOK, D.Sc., F.I.C., Principal of the Clifton Laboratory, Bristol. With numerous Diagrams and Illustrations. Cloth, 1s. 6d.

THE ANALYTICAL DRAWING SHEETS. By W. H. HOWARTH, Certified Master under the Science and Art Department; and A. W. F. LANGMAN, Inspector in Drawing under the School Board for London. The Series consists of Seven Sets, each of Twenty-Four Sheets (except Set II., which has Twelve Sheets), on stout paper, size 20 in. by 15 in., and the Sets are supplied flat in large envelopes.
 Prices: Sets I., III., IV., V., VI., VII., per set, 3s. 6d. net. Set II., 2s. net. Sets I.-VII., complete in well-made box, 25s. net.

ARNOLD'S SCIENCE MANUALS.

General Editor—Prof. R. MELDOLA, F.R.S.

THE CALCULUS FOR ENGINEERS. By Prof. JOHN PERRY, F.R.S. About 400 pages. Second Edition. Crown 8vo, cloth, 7s. 6d.

ELECTRICAL TRACTION. By ERNEST WILSON, Wh.Sc., M.I.E.E., Assistant Professor of Electrical Engineering in the Siemens Laboratory, King's College, London. Crown 8vo, cloth, 5s.

STEAM BOILERS. By GEORGE HALLIDAY, late Demonstrator at the Finsbury Technical College. With numerous Diagrams and Illustrations. Crown 8vo, 400 pages, 5s.

Mr. Edward Arnold's Complete Educational Catalogue will be forwarded, post free, on application.

LONDON: EDWARD ARNOLD, 37 BEDFORD STREET, STRAND.

LONDON UNIVERSITY EXAMINATIONS.

Special Subjects, 1898 and 1899.

All texts are annotated and contain full Introductions. The Vocabularies are in order of the Text, and are preceded by two series of Test Papers.

MATRICULATION.

For January, 1899.

Ovid.—Metamorphoses XIII. INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.

Ovid.—Metamorphoses XIV. (Uniform with the above in price and arrangement of parts.)

Xenophon.—Anabasis, Book IV. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, 1s. 6d.

For June, 1899.

Cicero.—In Catilinam I. INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.

Cicero.—Pro Marcello. (Uniform with the above in price and arrangement of parts.)

Homer.—Iliad XXIV. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, 1s. 6d.

INTER. ARTS, 1899.

Livy.—Book IX. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. A TRANSLATION, 2s. THE THREE PARTS IN ONE VOL., 5s. 6d.

Vergil.—Aeneid, Book IX. 1s. 6d.

Vergil.—Aeneid, Book X. 1s. 6d.

Vergil.—Aeneid, Books IX. and X. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. 6d.

History of Rome, 390–202 B.C. With TEST QUESTIONS, 4s. 6d.

Synopsis of Roman History, 390–202 B.C. 1s. 6d.

Plato.—Laches. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. 6d. THE THREE PARTS IN ONE VOL., 5s. 6d.

Euripides.—Hippolytus. (Uniform with the above in price and arrangement of parts.)

History of Greece, 512–431 B.C. With TEST QUESTIONS. 4s. 6d.

Synopsis of Grecian History, Part I, to 495 B.C., and Part II, 495–405 B.C. With TEST QUESTIONS. 1s. each.

Shakespeare.—Coriolanus. 2s.

Milton.—Paradise Regained. 2s. 6d.

B.A., 1899.

Books marked thus () are in the press.*

Tacitus.—Histories, Book I. INTRODUCTION, TEXT, and NOTES, 3s. 6d. VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. A TRANSLATION, 1s. 6d. THE THREE PARTS IN ONE VOL., 5s. 6d.

***Plautus.—Captivi.** A TRANSLATION, with TEST PAPERS. 2s. 6d.

Demosthenes.—Meidias. TEXT and NOTES. 5s.

Demosthenes.—Meidias. A TRANSLATION, with TEST PAPERS. 3s. 6d.

***Demosthenes.—Androton.** TEXT and NOTES. 4s. 6d.

***Demosthenes.—Androton.** A TRANSLATION, with TEST PAPERS. 1s. 6d.

Sophocles.—Oedipus Coloneus. A TRANSLATION, with TEST PAPERS. 2s. 6d.

Addison.—Essays on Paradise Lost, Notes on. 2s.

Langland.—Piers Plowman. Prologue and Passus I.–VII. Text B. (as described). 4s. 6d.

History of English Literature, 1660–1798. (*Being Vol. III. of the Intermediate Text-Book of English Literature.*) 3s. 6d.

LONDON: W. B. CLIVE,
UNIVERSITY CORRESPONDENCE COLLEGE PRESS.
WAREHOUSE: 13 BOOKSELLERS ROW, STRAND, W.C.

THE JOURNAL OF EDUCATION.

A MONTHLY RECORD AND REVIEW.

SCALE FOR ADVERTISEMENTS.

PUBLISHERS' ANNOUNCEMENTS—	£.	s.	d.
Whole Page	5	10	0
Half Page	3	0	0
Quarter Page	1	15	0
Per Inch in Column	0	8	0

PREPAID RATES FOR SCHOOL ANNOUNCEMENTS—

Scholarships, Official Notices, &c.—6d. per line; minimum charge, 5s.
Situations Vacant and Engagements Wanted.—30 words for 2s.; each 10 words after, 6d.
Lectures, Classes, Non-Resident Engagements, &c.—48 words for 3s.; each 8 words after, 6d.
[These minimum charges do not include a copy of paper.]

An extra fee of ONE SHILLING is charged on advertisements with OFFICE ADDRESS. Date of publication of next issue will be found at top left-hand corner of front page. *Advertisers are reminded that "Letters addressed to INITIALS or to FICTITIOUS NAMES at Post Offices are not taken in, but are sent at once to the Returned Letter Office."*

All Letters respecting Advertisements and Subscriptions should be addressed—"THE PUBLISHER," JOURNAL OF EDUCATION OFFICE, 86 FLEET STREET, LONDON, E.C. Money and Postal Orders, on the Post Office, Ludgate Circus, E.C., should be made payable to WILLIAM RICE; Orders and Cheques may be crossed, "City Bank, Ludgate Branch." Postage Stamps can only be received at the rate of thirteen to the shilling.

If a receipt is required for an advertisement under 10s., a postcard or a stamped envelope must be enclosed.

Notice must be given of all remittances through the Post Office from abroad, stating full name and address of the sender; and all Foreign Money Orders should be "crossed."

American subscribers may conveniently remit through Mr. C. W. BARDEEN, 406 South Franklin Street, Syracuse, New York; or Messrs. E. L. KELLOGG & Co., 91 East 9th Street, New York.

LONDON: WILLIAM RICE, 86 FLEET STREET, E.C.

THE ORGANIZATION OF SCHOOL LABORATORY WORK.

"Science is, on the whole, a new tool in the schools, one to which the hand of the schoolmaster is as yet, for the most part, unaccustomed. The teacher of science is still in great measure a learner in the art of teaching."—Professor MICHAEL FOSTER, *Nineteenth Century Magazine*, January, 1898.

TWENTY years ago few schools had laboratories, and hence the science masters of to-day cannot draw on the experience of their own school-days for models to guide them in the details of their daily work. Many college laboratories are equipped at great expense, and, therefore, their methods are not always safe precedents in a school. Again, men are more able than boys to work independently or with the help of books; men work for longer at a time and their hours are more elastic; and, further, the fees charged and the funds available at college are much greater than at school.

Classics and mathematics are learnt with books and pens and paper, and tradition, ripened by years of experience, advises a new master as to the best ways of using these instruments of learning. But science teachers have had to find their own way in dealing with far more complicated appliances. And it is not until the machinery of teaching runs smoothly and ceases to distract the master that he remembers that his real work lies not with matter, but with mind. The boys, however, come in classes, and their teacher is, therefore, limited to those somewhat mechanical methods which can be successfully applied to a number of minds in the mass.

The conditions under which we work are as rigid as in other subjects. The laboratory, let us say, will hold twelve boys comfortably; but other considerations have forced eighteen into the class. We should like the lesson to last an hour and a half, with liberty to let the boys disperse gradually during the next half-hour as their experiments are finished. But school arrangements often demand that lessons shall last exactly one hour, no matter whether chemical experiments can be stretched on the bed of Procrustes or not. Complaints are heard if boys are astir in the passage a minute before the bell, and more grievous complaints if they are a minute late for the next class.

I have a dim memory of an early laboratory lesson. Half the class were waiting helplessly round my desk to know what they were to do or how to do it; the rest had finished, and were

verging on mischief. Two of the greatest difficulties used to be to provide enough work to do for the able boys, and to deal at the same time with the flood of questions from those who were in difficulties. The extent to which boys are able to get on without help will show how far they have been thoroughly taught in the class-room and their difficulties foreseen by the master. Boys should, therefore, know what to do and how to do it before entering the laboratory. This may sound like forbidding them to bathe until they can swim; but the truth is that before entering the laboratory the class must have reached a stage in which every boy can help himself, and does not require incessant attention from a master at his elbow. It is hardly possible to set beginners to experiment the first day. They would break test-tubes by the dozen before learning to boil water successfully; for to do this requires a knowledge of flame, of glass, and of water. Why ought a blue flame to be used? Why is thin glass less likely to crack when heated than thick glass? Why is water more than other liquids apt to crack the glass in which it is boiled? A few years ago some science masters thought that their teaching could be entirely carried on in the laboratory. But experience seems now to have proved that class-room teaching is essential. Every experiment involves so many precautions that a boy who has not attended lecture-lessons for a term or more will continually be stopped by little difficulties. The mental training which the laboratory is intended to give must be attempted at first by the more ordinary teaching of the class-room. It is, therefore, a good plan to let the lower classes attend lessons without laboratory work for one, two, or even three terms. And with higher classes it is generally convenient to postpone practical work until at least the second week of term.

Before boys come into the laboratory they must know exactly what they are going to do. Suppose the exercise is to prepare from a mixture of sand and nitre some pure dry sand and also some crystals of nitre free from grit. The problem will have been discussed in the class-room, directions and reasons for every little detail being elicited by *viva voce* questioning. The experiment follows the explanation step by step, and a short account of it is written in the note-book, to which diagrams are added during any of the longer processes which allow time. Another description is found in the text-book in evening preparation. In the morning every boy is asked to write out an account of the experiment from memory. A model answer is read over before the papers are collected, and questions are asked by master and scholar, to make sure that everything is understood. Taught in this way the boys are able to go on with their experiments without further help, and the master, having few questions to answer, can deal with them carefully, after the manner of Socrates, and finds time to look through the written papers, marking any glaring errors, and returning them in time to be of use. I should not propose to prepare the boys for all experiments in this elaborate way. It is useful in the early stages, when manipulation has to be taught. When more advanced, the time comes for problems and unseens.

There is no need to verify every underlying fact in order to understand a theory. A boy need not measure the density of every gas he deals with. If he does this in three or four typical cases, he will realize the meaning of density, and that it is a quantity to be found experimentally, and hence that molecular weights are discovered from densities, not densities from molecular weights.

We can only attempt in the laboratory a limited number of selected experiments, and, although we should like to choose those of greatest theoretical importance, the first consideration is what boys can perform successfully. Many of the most interesting, such as the composition of water by weight, are disqualified as too difficult to yield results approaching accuracy, and yet a great deal of the value of practical work is lost unless boys realize that each experiment goes towards establishing some theory or law.

Scientific knowledge has been advanced by exact measurement, not by slops and bangs; and such an experiment as "Find the number of cubic centimetres of hydrogen obtained by the action of hydrochloric acid on one gram of magnesium" will require neat and patient work on a well thought-out plan. Every precaution must be taken to avoid accident or error. The answer, being a number, affords a check on the accuracy of the whole, and can be marked according to its accuracy. Quantitative experiments such as this seem far the most instruc-

tive sort of work for boys in the higher classes. The lower classes, who are busy in acquiring skill in manipulation, in arithmetic, and in the elements of measurement, may not be quite able to succeed in experiments like the above. And a further advantage of these exercises in measurement is that they teach boys to realize what figures mean, and thereby facilitate further progress in mathematics. To demand numerical answers is to insist on exact experimenting; but, as these answers are only reached through calculations, exact experimenting can hardly be taught unless the arithmetic of the class is really good. Decimals, unitary method, and percentages should be fluent. If these are not known, the class had better stop laboratory work and go back to arithmetic. The serious teaching of chemistry and physics should only be attempted with the higher mathematical classes. In Cambridge it is usual for the really brilliant men—not the ordinary candidates for honours in the Science Tripos, but those who come up knowing the differential calculus—to spend three more years on nothing but mathematics before coming to the physical laboratory. But for boys we may suitably lower the standard to arithmetic—very good arithmetic. If we asked for Euclid and algebra, it would only tempt the preparatory schools and lower classes to neglect the one thing needful—very good arithmetic.

The experiments set for laboratory work should be as definite as possible. We do not teach algebra by telling boys to invent some equations containing x and y , and try to solve them; but by setting particular selected equations. If boys are told vaguely to "prepare oxygen and try experiments with it," there is apt to be a smash and a slop, which, if not watched, they will leave some one else to clear away. Ask, rather, for as many jars as possible of the gas to be collected and placed on the lecture table. Then have all other apparatus put away and the benches made tidy. When the boys are seated they may be called up one at a time to experiment in public. Any remaining jars are taken back to the laboratory for further experiments, a list of which may be written on the blackboard. If written answers have to be shown up, this will generally make the laboratory work definite. But it is unwise to tell a boy to "prepare nitric peroxide from lead nitrate, and write an account of the experiment." He would write out what he remembered of the text-book instead of what he did himself. So the question set is: "Find what gases are formed when the unknown substance X is heated."

There must be plenty of work to do. For instance, if the exercise is to find the percentage of water in the blue crystals of copper sulphate, the boys are encouraged to repeat the experiment as often as time allows, and to show up an average of results as more likely to be accurate than any one answer. Just as a cook manages several pans, frying the chops whilst the potatoes are steaming, so, when a boy has started one crucible, another may be weighed and got ready for the second trial. Further, if these experiments involve long-continued heating, some other shorter questions may fill up the intervals of waiting.

A selection should be made of quantitative experiments not too hard for boys, and yet presenting great variety in processes, apparatus, and materials. It should be possible for two boys working together to begin and finish each experiment within an hour, or, at most, an hour and a half. Their weighings should be exact to a centigram, and their results accurate to 1 per cent. For encouragement in the direction of quantitative laboratory work, schoolmasters are indebted to Professor Ramsay's "Experimental Proof of Chemical Theory" (Macmillan), and other books more recently published.

It is generally best that the whole class should do the same experiment simultaneously. Every one attends to explanations which are given to all at once and once for all. There is an eager competition to get the best results and do the most work. The answers can be marked against each other; they are afterwards discussed with the whole class, and the comparison shows what standard of work may be expected, and how far the class have fallen short of it. Any other plan seems to mean less effective teaching. No one argues in favour of letting every boy in a Latin class read a different author; individual attention in such a case is another name for universal neglect.

The provision of identical apparatus, perhaps in sets of a dozen, means studied economy when a school has limited means. As to ways of saving, we need not waste money on expensive lecture-table apparatus, to be used only once in a blue moon, and then only to show a single experiment. Hence we may have

to omit the celebrated guinea-and-feather experiment, unless we can substitute for the time-honoured but extravagant apparatus some simpler contrivance of our own, and spend wisely. It is a pity to buy a microscope, a lantern, or a barometer unless you can get a really good one—better wait. A Hempel gas-burette, costing 18s., and useful for an endless variety of experiments on the volumes of gases, is worth far more than the special apparatus, costing 25s., and used only for the electrolysis of hydrochloric acid. Instead of specialized apparatus, it is better to buy a good supply of rubber corks, screw-clips, and T-tubes, and encourage the ingenuity of boys in building up more complicated apparatus from these simple elements.

But exact balances, one to every pair of boys, and accurate weights with each, although expensive, are indispensable for the sort of work I have been describing.

Roscoe has aptly said that men whose working benches are in a mess often have their minds in a muddle. Tidiness and cleanliness are among the first virtues in a laboratory. Where three masters and sixty boys use a room, it is not enough to have a place for everything and put everything in place at the beginning of the term. The difficulty is to get things back to their places. A laboratory boy who knows where things are kept is of course invaluable. If every drawer, shelf, and cupboard has a letter painted upon it, a master can give directions as to where to put things away without leaving his chair, or, better still, each piece of apparatus may be lettered to show where it is to go. Smaller articles may be classified and arranged in empty wooden boxes, such as can be obtained from the confectioner's shop nearest the school. Lockers are generally provided for each boy or pair of boys, containing apparatus for their individual use, and it is easier to bring home responsibility for damage or disorder if each class has a separate set of lockers. But, in any case, boys must learn to leave apparatus clean, no matter how they find it, for it is only by every one trying to do a little more than his fair share of tidying that the room can be kept neat. So when extra basins are asked for the dirtiest are issued from the store cupboard, but expected to come back clean. If the screws of his retort-stand are stiff, a boy must not discard it for another, but must get his own into working order, even at the cost of delay. A list of apparatus is attached to the door of each locker, and just these things, no more and no less, must be kept within. Lockers are kept locked when not in use, and there must be no borrowing from other boys' lockers on any pretext.

For most school-work boys are required to work rigidly apart, but, in contrast to sums and exercises, there are for experiments many advantages in setting boys to work in pairs. Two boys get through far more work than one, thus making many experiments possible which otherwise could not be crowded into the hour. Labour which could be done by either is divided: thus one starts the first experiment whilst the other collects apparatus for the second, and at the end of the hour one is making a fair copy of results whilst the other is clearing away. But sometimes one partner shirks the harder work, leaving his fellow to do all the calculations, and in another pair the accuracy of weighing may be due to one boy alone. Hence boys who work successfully in pairs sometimes fail when examined singly. This can only be avoided by individual drill in the details of measurement and calculation; and in some work—for example, qualitative analysis—boys should work strictly apart.

In arranging pairs, boys, in order of merit, are asked to choose their own partners, and private friendship seems the best reason for choice. Other things being equal, there is a competition among the cleverest boys to get the ablest partners. A clever and a dull boy are, as a rule, unequally yoked, but, if the class contains some novices, it may be a necessary condition that they must be chosen by those who have had experience. This system of partnerships is useful in another way. Half a dozen times or more in each lesson there is a call for one from each pair to come up to the table, and when called for they need not stop to think of their experiments, which are safe in the hands of their partners, and they will come the more promptly when they do not know why they are wanted. It may be to point out a mistake, to explain a step in the calculation, or to serve out chemicals. Sitting at a desk from which every one can be seen, and calling up boys in this way, it is possible to supervise their work more effectively than by going round to every one in turn.

Some preliminary training is needed to teach the use of a delicate instrument, and, even after every detail of the balance

and the method of weighing has been carefully explained in the class-room, boys cannot at once be expected to find practically the weight of a piece of metal, much less to work a quantitative experiment involving weighing. It is worth while to put them through a series of preliminary exercises, and make sure that every detail is done correctly. Thus: (1) Pick out the platinum weights from the box, and arrange them on paper, naming each; (2) arrange the weights in their places again; (3) level the balance; (4) find the average position of the pointer when the pans are unloaded; (5) find the deviation caused by a load of one centigram. Then in the next lesson they may be given a set of coins or grain weights, and asked to find the weight of each in grams to two places of decimals. It is worth while to take at least as much pains as this to teach accuracy, for later on an hour's patient work at a quantitative experiment may yield a wrong answer on account of one mistake in the weighing. Similarly, other complicated operations, such as the use of the microscope or the burette, may be preceded by individual drill in simpler exercises.

Silence is essential in evening preparation, but it is neither a test nor a condition of all good work. The roar of a busy factory dispels such an idea. In the laboratory the standard of ordinary talking may be like that at meal-times, every boy being free to talk quietly to his partner, but no one voice being loud enough for words to be distinguished by the master. There should be no speaking across the room, and no walking about except on business. Boys who are talking with other pairs are not attending to their own work. The usual laboratory rules refer to reporting breakages at once, turning off gas and water taps before leaving, and taking care that sinks do not get choked. To these I add a very clear and emphatic rule to forbid the taking away of apparatus, materials, or even rubbish without leave, and make the rule clearer by almost always refusing such leave. This covers a refusal of glass tubing for making egg blow-pipes, and of all chemicals for private purposes (such as photography); and, further, it becomes clearly illegal to take away scraps of phosphorus, pellets of mercury, or broken glass. It is also forbidden to touch apparatus except in the course of authorized experiments. This covers all meddling and mischief. These two rules against meddling and pilfering should be supported, if needful, by heavy penalties. A laboratory has its peculiar temptations, and its discipline must be competent to meet them.

Let us next consider how far the general arrangements must be modified to suit the needs of particular classes. Although the arithmetic of the lowest class may disqualify them for regular laboratory work, they are, nevertheless, eager to try their hands at experimenting. An opportunity occurs in lectures towards the end of term when revising for the examination. It is most instructive to bring a boy who says he understands how to prepare hydrogen up to the table and let him try. His school-fellows are themselves eager to try, and watch him keenly; his mistakes are the mistakes they would have made, and teach them more than the prompt success of the master, who would take twenty precautions whilst explaining one. Of those working in the laboratory, the lowest class of boys may be most suitably fagged for their seniors in bending glass tubes, labelling bottles, and preparing solutions. All this work is most instructive for them at the time, and they reap a double advantage when promoted: firstly, because things are generally ready for them; and, secondly, because when delayed by details they know exactly what to do.

In the highest class the boys can put up complicated apparatus without much help, and each pair may be set to do a different experiment. Thus, for the preparation of carbon monoxide by several different methods, brief instructions and references to books may be written on as many slips of paper. Boys are asked, in order, to choose the experiments they prefer; and, whilst as far as possible no one has stale work, in this way all the experiments get done. And, if the apparatus is arranged on drawing-boards, it may be brought up to the lecture-table when ready and shown to all; or, if the laboratory is roomy, the class may be led round to see each experiment at its interesting stage. A great deal of ground may be covered in this way without making extravagant demands on the master for the preparation of experiments out of school, and the boys will be amply repaid by seeing their experiments succeed in public.

There are often a few boys high in the school who may suitably arrange to do extra laboratory work two or three evenings a week, if they can be excused some minor subjects in the after-

noon, and get their preparation done beforehand. Suitable work for them may be found in the preparation of difficult lecture experiments, in little problems or inquiries arising from the lessons, or in following out the details of qualitative analysis after the main principles have been taught to the whole class. But when a request for special work in practical chemistry in lieu of Latin comes from a boy low down in the school it is often a specious attempt to shirk hard work, even when backed by a letter from home. The answer to be given is that masters reserve the little extra coaching their scanty leisure allows them to offer for boys who are in the highest class and preparing for definite examinations, to which one must sometimes add that Smith V.'s record in Latin and arithmetic is hardly a recommendation to any one.

Towards the end of a lesson there is sometimes a little difficulty in getting work stopped promptly and apparatus cleared away in time. About twelve or fifteen minutes' notice is given that there is possibly time to finish the experiment in hand, but not time to begin another. After this supplies of chemicals are stopped. Seven or eight minutes should be allowed for putting away. Five minutes is too little, and ten minutes too much. The order to stop work is made definite by having all the gas turned out. When ready, a boy stands by the open door of his locker to have it passed; but the master, catching sight of a scrap of rubber tube which ought not to be there, merely says: "Not in order." A search results, and the boy discovers an extra cork and a dirty crucible, and asks for five more test-tubes. Having rectified these errors, he appeals again; but is told that his locker still contains something it ought not to. By diligent search, helped by a friend, he finds two extra dusters, three boxes of matches, and the rubber tube. What a mistake it would have been to tell him at first what was wrong! It was his duty to know what he ought to have, and to see that he had that and nothing else. The severity of this inspection must be tempered according to time; if dinner is at hand, it is lenient; if half an hour's leisure follows, it is strict. Another look round when all are seated will show whether every locker has been passed, and may detect a wet bench or untidy paper which escaped notice before.

Once or twice a term some twenty minutes are allowed to turn all apparatus out of the locker and arrange it (in the order of the list on the door) upon the bench, where it is first called over by the boys and then checked by the master.

It will sometimes happen at the end of the lesson that an experiment has just been finished, but there is not time to make out the calculation. I like to have written work shown up before boys go, but in exceptional cases, when they cannot conveniently stop, a few hours' grace is allowed for papers to come in. A great deal of voluntary help is often forthcoming in playtime, especially if the laboratory is attached to the boarding-house; but, where games are exacting by day and the laboratory far off, in the dark by night, it may be necessary to employ paid help. But it will be difficult for a small school to employ a competent man if there is not enough work to keep him going all day, as would, of course, be the case in a large technical college. In any case, whether the bottle-washer be professional or amateur, one of his earliest lessons must be to clean and put away everything he can before asking questions about the rest, for, if his assistance involves a succession of interrupting questions, it may be worth less than his absence. The work found for an assistant will depend upon his ability: he may be only able to wash up glass and china, but, if he knows a little more, he can collect the apparatus required for the next lesson according to a list given to him, or even fit things together ready to appear on the lecture-table. But it is character as much as knowledge which will determine the usefulness of the laboratory boy. And yet details are not trivial, for success or failure depends on how every little thing is done.

HUGH RICHARDSON.

FRENCH GRAMMATICAL TERMS.

ONE of the characteristics of a good teacher is clearness. Simplicity and appropriateness should be our main guides in choosing names with which to label the tools we teach with. Much has been already done to clear away absurdly varying terms by the publication of "Parallel Grammars"; much yet

remains to do. If modern language masters can agree to a scheme, and will use it when teaching or setting examination papers, the difficulties that remain will soon vanish. It would seem hardly necessary to advance any argument in favour of uniformity of terminology, or, at least, of some approach to it. And yet the unfortunate learner has to grasp three different names for one tense: aorist, past tense, preterite (and sometimes historic perfect and past definite). And this is a mere nothing compared with the following expressions chosen from various grammars. *En* and *y* are called relative pronouns. Six *kinds* of verbs are enumerated: (1) active, (2) passive, (3) neuter, (4) impersonal, (5) pronominal, (6) in a class apart, *avoir* and *être*. The use of such terms as "vocalles," "conjunctive locutions," "complements" (meaning either object or extension), is worthy of him who uses "euphony" to conceal ignorance, and recommends learners to "put accusative after verb," to find they only do so in such sentences as "Did he come?" Surely we are so far removed from the days of Ollendorf that we need no longer use terms invented by foreigners when writing grammars for the benefit of our ancestors? Are we to be forced to talk of that hybrid monstrosity, "imperative negative," or its equally appalling twin, "imperative affirmative"? Is there any reason for our putting the adjective after the noun in such terms as "preterite anterior"? Was it a misnomer invented by some misguided teacher in despair, in order to cheat his pupils into sometimes putting the French adjective after its noun? Similarly, certain writers delight in labelling parts of verbs "participle present," "future past"! Let us enforce the Monro doctrine, and teach either in our own language or in French; but let us not be led away by the charms of "pidgin English." It is a difficult task to propose a scheme that is free from a large number of the objections that can be urged against the present usual nomenclature. We must use no new terms; we must avoid expressions like *Umlaut*, *tremà*, and we must work in conjunction with teachers of other languages. At the very outset we come across inaccurate expressions. We are told, usually by a lady, that a good "accent" is necessary. Then the teacher explains the written accent. Finally, the learner combines the information, with startling results! As if the English word "accent" were the equivalent of "pronunciation," and not a name to be confined to a mark, historical or indicative of some special sound. Again, how can a boy perceive the difference between a "sounded" and a "mute" *h*, when he discovers that neither *héros* nor *héroïne* has any aspirate? We would, therefore, only speak of "consonant" or "vowel" *h*.

So much for general remarks. Turning to details, let us consider one of the most difficult parts of our task—the nomenclature of verbs. We will pass over the expressions "verbal nouns and adjectives" as beyond hope; but must lift up our voice against the term "primitive tenses," and give our vote in favour of the time-honoured "five principal parts"—if *five* parts are considered necessary. Let us, at this point, suggest that the common custom of representing mediæval Frenchmen as becoming suddenly possessed of five "primitive tenses" is hardly accurate. The writer who accepts this theory then usually goes on to describe how these mediæval Frenchmen were inconvenienced by lack of tenses, and manufactured other "derived tenses" in a Volapukian way, and presented them to their friends ready for use, with a key to their formation, for the benefit of future linguists. However we may think on this matter, we must have names for the tenses themselves, and the following names are suggested.

Indicative mood.—(1) Present, (2) imperfect, (3) past, (4) (indefinite) perfect, (5) pluperfect, (6) anterior pluperfect, (7) future, (8) anterior future, (9) conditional, or future in the past, (10) perfect conditional, or future-perfect in the past.

Subjunctive.—(11) Present, (12) imperfect, (13) perfect, (14) pluperfect.

*Participles.**—Present, past, perfect (*donnant, donné, ayant donné*).

Infinitive.—Present, perfect (*donner, avoir donné*).

Imperative.—Present, perfect. (The use of the word "perfect" is restricted to compound tenses.)

No. 3, the title "past," has the advantage of being used in English, and of suiting German also. In Nos. 6 and 8 the name "anterior" is retained, as it is significant of certain functions of these tenses. The really doubtful point is how to treat the

* Gerund.

so-called "conditional mood." For those who insist on preserving well-worn titles, Nos. 9 and 10 must become the present and perfect of the conditional mood, and the indicative mood must be robbed of two tenses, as much a part of it as the future or the perfect. Those who are anxious to keep on a level with French scholars will follow M. Darmesteter's plan of naming these tenses as above. A shorter name has been found by Mr. Moriarty, who uses the terms "secondary future" and "secondary future-perfect."

To this section on the verb belongs the choice between "reflexive" or "pronominal," and between "regular" and "irregular," or "weak" and "strong," or "vowel" and "consonant," verbs. Of these terms we prefer "reflexive" verbs, subdivided into "essential" and "accidental" classes. In the second case, the use of "weak" and "strong," though slightly unsatisfactory, is more rational than calling, as the users of the old titles do, regularity confusion.*

If there is confusion in the case of verbs, what are we to say about pronouns? According to some classifications, adjectives are called adjectives of quality, and pronouns adjectives of determination. Some writers confer the latter name on one class of pronouns alone. What is called demonstrative in one case is called indefinite in another; and certain grammarians call a certain class of demonstrative pronouns by the name of "determinative pronouns."

How to distinguish the two kinds of personal pronouns has always been a difficulty. Various solutions of the problem have been suggested. Thus we may have conjunctive, proclitic, weak; unemphatic, disjunctive, enclitic; strong, emphatic, absolute. There are objections to all these forms. The titles "unemphatic" personal pronouns and "emphatic" personal pronouns, though clumsy, are not misleading, and might well be adopted.

The scheme, then, for the subdivision of pronouns might stand thus:—

Personal: unemphatic, emphatic, reflexive.

Possessive: pronouns, adjectives.

Demonstrative: pronouns, adjectives.

Relative: pronouns.

Interrogative: pronouns, adjectives.

Indefinite: pronouns (*on, chacun, &c.*); adjectives (*chaque, quelque, &c.*); mixed class (*aucun, plusieurs, &c.*). Words like *certain, tout*, should be considered adjectives.

If a satisfactory system of names has been found for verbs and pronouns, much has been done—too much to hope for, perhaps. Still, "every beginning is difficult," and it is only 'by dint of forging that one becomes a smith.' There are yet, many windmills to tilt at. In the early parts of many French grammars there are set forth three distinct "articles," viz., indefinite, definite, partitive. No hint is given that the last two have any connexion at all. And usually the declensions of these words are very scantily set out. A learner requires a table of each printed in full, in all possible forms, with nouns. It is evident that the partitive article can be used in the nominative, the accusative, and the dative cases, if there is a certain amount of ambiguity attached to the genitive form. Yet learners are expected to discover these inflexions, or make them for themselves, as the Israelites made bricks—without straw!

This mention of cases above brings up the *crux*: Shall we talk about cases in French nouns? For simplicity's sake we answer: Certainly. No harm can come of printing clearly, for the use of English learners, a noun in the following form:

	Singular.	Plural.
Nominative	<i>le livre</i>	<i>les livres</i>
Accusative	<i>le livre</i>	<i>les livres</i>
Genitive	<i>du livre</i>	<i>des livres</i>
Dative	<i>au livre</i>	<i>aux livres</i>

and of appending a note to inform the reader that some grammarians state that French has no cases. Thus all are satisfied.

There is not so much that calls for criticism in the terms used in describing the remaining parts of speech. One general mistake is made by writers who touch on questions of syntax. They assume that all their readers understand terms used by

* For, after all, the "irregularity" of "irregular" verbs consists in their following laws, somewhat different, certainly, from those which rule the "regular" verbs, but laws that are usually visible, and certainly regular and free from confusion.

Roby and (let us say) Madvig. Alas! many boys are only too often "floored" by words like "apodosis" and "syncope." If any such terms are used, let a translation be given also.

We must not expect too high a standard from the modern language boy at school under present circumstances. The result of examinations for modern language scholarships at Cambridge usually seems to be "Not awarded—no candidate of sufficient merit." And, if this is so, let us provide books suited to the capacity of him who is to try for these scholarships.

May we suggest here that a boy who, in addition to his main subjects (French and German), has to learn Latin and Greek can never in his modern languages attain to the standard of the classical boy in Latin and Greek—the latter's main and almost solitary subjects. Besides this, if scholarships are never awarded (on a gradually rising scale of merit, even, if necessary), the present standard of modern languages in schools will not be maintained. Finally, when some scheme has been agreed to, the writer hopes to see issued a book of accidence, drawn up in accordance with the nomenclature adopted. We have excellent "courses" and "syntax-grammars," putting terminology out of the question, but no complete *Formenlehre*. Such a morphology, full, clear, and concise as it would have to be, would stand the learner in good stead, and help him to piece together the patch-work knowledge he derives from miscellaneous reading.

SHALL WE CORRELATE?

AN IMAGINARY CONVERSATION.

[A. and B., old school and college friends, both bound North, meet accidentally on the Euston platform.]

A.—Why, my dear fellow, what a pleasure it is to see you! What are you doing now?

B.—I am still a schoolmaster. And you?

A.—Yes, I am teaching, too.

B.—You take to it, I suppose. At least I see by the educational journals that you are becoming what they call an "expert."

A.—Well, not quite. But I do occasionally write papers and speak at meetings.

B.—I don't.

A.—You are one of those who profess to be a cynic and sneer at the profession as mere ushering?

B.—Not at all. I am happy enough in my way, but perhaps hardly ambitious enough to be discontented. I am only cynical when I meet a man with a fad that is not mine. But you, I see, write on Herbart and such deep matters. That paper in the *Journal of Education* for June would be after your own heart, I suppose.

A.—I confess that it did express some of my ideas. What did you think of it?

B.—To be candid, I thought the beginning consisted of disconnected *obiter dicta*, and that the conclusion, though unpractical, was harmless. Most of the terms in the preamble were left in delicious vagueness.

A.—What terms do you mean?

B.—Why, all the stuff about philosophic facts and underlying principles.

A.—But you would accept the main idea—correlation—would you not?

B.—Perhaps, if I understood it.

A.—But what is simpler? You are to associate in teaching what is related in fact.

B.—So correlation is a new name for association?

A.—Yes, but it implies something more.

B.—Some of these terms, "relation," "related," and the like, are too elusive for my grasp. Give me an example of your "relation in fact."

A.—It is manifest, is it not, that there is some relation between the geography and the history of a country; the geography of Greece and the history of Greece cannot properly be studied apart?

B.—Very well; but we are able to perceive that without being Herbartians or exalting correlation into a principle. Go on. I am with you so far.

A.—Similarly with other subjects. The literature that a form is engaged upon should bear upon the geography and history, or the other way about.

B.—Very good. My form is reading the seventh book of Thucydides, studying the Peloponnesian War, and doing the geography of Greece and Sicily. Is that correlation enough for you?

A.—That's capital. You are Herbartian without knowing it.

B.—Not so fast. Your thorough-going disciple of Herbart would not rest satisfied with my tentative plan.

A.—No; he would "schematize" your plan, and extend it over all the curriculum, something after the style of the syllabus in the June article.

B.—I notice the writer stops short of arithmetic and mathematics, therein showing much wisdom. But I am not quite clear as to the proposals that she makes. If logically carried out, they imply much more than appears in the article; if not logically carried out, they are little more than educational "tips" and suggestions.

A.—I do not quite understand.

B.—Ask a boy what he is learning at school. He will tell you that he is learning Latin, Greek, French, algebra, and so forth, naming a series of unconnected subjects. If your correlation schemes were carried to their logical conclusion in a school, the pupil would have to reply to a similar question: "I am doing the age of chivalry, or the Renaissance, or modern England," naming a period. All the boundaries between what are now separate "subjects" would be swept away. This may be desirable, but it is a revolution more complete than its advocates realize. The unit of the curriculum will be a "period" instead of a "subject." The question is: Do the English Herbartians intend to inaugurate such a revolution in the practice of education, or do they intend their schemes of correlation to mend some of the obvious defects in our present method of completely dissociating subjects? The article in the *Journal of Education* to which I referred begins as if it were heralding a long-needed revolution, and ends with an endeavour to adapt Herbartian notions to the existing system, which is dominated by examinations.

A.—Personally, I should like to vote for revolution. I have a strong contempt for all English education.

B.—I daresay. I once saw a class which I thought was being taught on sound Herbartian principles, and successfully taught. A friend of mine, an inspector of schools, took me to see a babies' class consisting of mites of three years old. In the teaching that I heard there was complete correlation. The mistress was the least formal of teachers, and adhered to no time-table. She appeared to be merely conversing with the children about a dog. In the most skilful way she taught a little very elementary reading (I think it was the letter D), and a little arithmetic, founded upon the number of the dog's legs; the children made the shape of a kennel with sticks, and then they said a recitation about a dog. You could hardly tell where one "subject" ended and another began. In fact, there were no subjects—there was merely a topic. And the tiny youngsters were kept interested and even agog the whole time.

A.—You puzzle me, I confess. At one moment you condemn Herbartian principles; the next you expound and illustrate them with quite admirable lucidity.

B.—What I wished to say next will enlighten you. It is precisely because the topic was of such an elementary character, and, above all, because the pupils were at so early a stage—just learning the world immediately about them—that correlation and concentration were so easily possible. I cannot believe that the same links are to be found beyond this extremely early period of school life.

A.—You must not suppose that we expect each lesson to be so strictly correlated with the others as the infant mistress connected hers. There is a disclaimer to that effect in the essay we are discussing.

B.—I know. But I do not think that beyond early stages even the subjects afford many links of connexion which may be usefully employed in teaching them. There are exceptions, of course. The happy combination of Thucydides with the Syracusan War and the geography of Sicily is an example. But I cannot carry the process very far. I may treat my history chronologically and bend my geography to the historical course, but I cannot do so with my Greek authors. Our boys begin their Latin reading with Caesar's "Commentaries," and their Greek with Xenophon. Is their Roman and Greek history accordingly to be the period of Caesar, a late one, and that of

the Anabasis? To put it otherwise more generally, in a given form is the literature to determine the history, or the history the literature?

A.—The prominent Herbartians on the Continent and in America make the historical epochs the centres of all humanistic studies, as they call them.

B.—Then I fear all but the history proper will suffer. For what becomes of the orderly development of the teaching of Latin or French under such circumstances? In girls' schools the order of the botany lessons will be dictated by the order in which the various countries of the world are dealt with, and this again depends upon the order of the historical epochs. Thus, while you secure a proper sequence for history, other subjects are treated purely as chance may suggest. This *reductio ad absurdum* seems to me the logical outcome of your correlation. Otherwise it means little more than taking advantage of accidental links between subjects which are being taught at the same time in the same form. I am ready to do this as opportunity offers; but I do not see that, in secondary schools at least, there can be any well-knitted scheme for correlating even groups of kindred subjects. Utilize any associations that may exist, if you like; but let us have no system.

A.—I am sorry you are so sceptical.

B.—I own to a dislike of some of the theorizing that is abroad. I hope that my dislike is founded upon conviction, and not upon mere prejudice. I see we are nearing my station. There is just one thing more. You Herbartians scoff at the division of the curriculum into so many "subjects," and you like to poke fun at the watertight compartments in a child's mind. But is it not well for an educated person to have a few of these closed compartments, if only for change and recreation's sake? Mr. Gladstone was able to shut out politics and turn to theology or Homer. He was thus able to preserve his mental elasticity. But, if his theology and Homer had been carefully correlated with his politics!

A.—I do not allow this last example. But you must get out here. I'll send you a copy of my next paper.

B.—Please do. And let me suggest as a subject "The Limits of Correlation."

H. WARD.

THE HIGHER-GRADE FRENCH PAPER IN THE SCOTTISH LEAVING CERTIFICATE EXAMINATION.

THE *Glasgow Herald*, of June 25 ult., printed an article full of bitter complaint against the follies of the examiners in French in the Scotch Higher-Grade Leaving Certificate Examination. And, in point of fact, to those who have followed the aberrations of this extraordinary examination, it must be clear that the time for soft-speaking is over. Secondary schoolmasters cannot any longer be content to raise gentle remonstrances, which are as gently disregarded year by year. The examination is a scandal, and, if only in the light of common sense, intolerable.

From the various parts of this year's Higher-Grade French paper the *Glasgow Herald* cites questions which it calls "curiosities." We may content ourselves with one of the compulsory items—namely, the first of the passages set for translation from English into French:—

2. Translate into French:—

(a) Good nature—or what is often considered as such—is the most selfish of all the virtues; it is, nine times out of ten, mere indolence of disposition. A good-natured man is, generally speaking, one who does not like to be put out of his way; and, as long as he can help it—that is, till the provocation comes home to himself—he will not. He does not create fictitious uneasiness out of the distresses of others; he does not fret and fume, and make himself uncomfortable about things he cannot mend, and that no way concern him, even if he could; but then there is no one who is more apt to be disconcerted by what puts him to any personal inconvenience, however trifling; who is more tenacious of his selfish indulgencies, however unreasonable; or who resents more violently any interruption of his ease and comforts—the very trouble he is put to in resenting it being felt as an aggravation of the injury. (HAZLITT.)

Take an experienced French teacher in this country, a Frenchman who has spent five years, let us say, in England, or an Englishman who has spent five years in France, and ask him to translate this piece of extremely idiomatic philo-

sophical, abstract English. Possibly in an hour or less he will achieve a suitable French rendering. But one hour out of a total of three is probably more time than most candidates for the Higher-Grade could have afforded to give, seeing that they had to translate a second shorter piece of English into French, and thirty-nine lines of French into English, and still to frame answers to no less than six further "curiosities" (it is the word of the *Glasgow Herald*). Moreover, as the average age of the candidates is sixteen, it is improbable that many of them can have spent as many as five years in France.

We must here admit that we are assuming, without actual proof before us, that the Scotch Education Department does not allow papers to be marked down to a fictitious standard lower than that to which they have been set.

It is a notorious fact that in German secondary schools the learning of modern languages is carried further than in ours. We need not be ashamed to admit this; for in many German schools it ought to be so. In a German *Oberrealschule* French is taught in all nine classes for an average of five hours per week. And, in order to pass the German Leaving Examination (*Abiturienten-examen*), German boys remain at school to a greater age than our boys. What, then, is exacted from German boys in their *Abiturienten-examen*—boys between the ages of seventeen and nineteen? In French it is required of the boys of an *Oberrealschule* that they shall be able to write a short French essay upon an *easy* subject, and to translate a passage from French into German.

In this written work they are expected to show grammatical accuracy, and in writing French to avoid gross Germanisms. Besides this there is an oral examination. But, with regard to all papers set in the *Abiturienten-examen*, the following ordinance of the German Higher School Council must be observed:—"These [the written tasks] are to be so selected as in no wise to surpass the class exercises of Class I. A in difficulty."

Now what is the standard of the piece of prose which we have taken from this year's higher-grade French paper? The *Glasgow Herald* says rightly that it is as hard as the passages set by the French Faculties for *translation into French* in the examination for the degree of *Bachelier*. Whereby it appears that, while the Germans are willing to receive boys from the schools into the Universities if they attain the standard of the top school class, the Scotch Education Department prefers that boys should not leave school before they have surpassed the standard to be attained at the University. *C'est trop fort!* Is it ignorance of better methods and systems that allows the Scotch Education Department to leave important examinations in the hands of examiners who time after time write themselves down as incompetent? If so, let the Department take a hint from German Departments, since, as it seems, it will accept none from nearer home.

But is ignorance the cause? Year after year the Association of Scottish Secondary Schoolmasters make representations concerning the inefficiency of the examiners in French. Their representations are ignored. The Scotch Education Department wraps itself up in an obdurate disregard or self-conceit—call it which you will.

There are limits to patience. Scotch secondary schoolmasters are, after all, a body, and the Scotch Education Department is only the head of that body, and not its lord and master. And it will be an astonishing instance of weakness if the Scotch secondary schoolmasters do not at last turn and do what, *as a body*, they could easily do—that is to say, refuse to have anything further to do with the Higher-Grade French Examination until they have some voice in its management and control.

D.

SUMMER MEETING OF THE UNIVERSITY EXTENSION SOCIETY.

WHATEVER doubts were entertained in advance of the wisdom of holding the summer meeting of the University Extension Society in Burlington Gardens, the result has amply justified the experiment. The London meeting has certainly not been like an Oxford meeting or a Cambridge meeting. It could not be, since London is in every respect absolutely unlike Oxford and Cambridge. And the Council is to be congratulated on not having attempted to follow the plan that has succeeded in one *milieu* amid surroundings of

a wholly different sort. All that London is not, in comparison with Oxford and Cambridge, was urged *ad nauseam* in anticipatory criticism. The organizers addressed themselves to showing what London is, has been, and may become. They felt, very properly, that the four hundred or more students who came up from all parts of the country to meet one another and hear lectures, must not be allowed to return to the provinces and say that—beyond the convenience of combining a little shopping with their "Extension" meeting, "doing" the New Gallery and the Academy and one or two theatres in the course of the fortnight—they might just as well, or better, have heard the lectures in any other place in England. More than probably this was the feeling the majority of the students expected to realize when they came up to town. Very certainly it was *not* the feeling with which they went home again. Nobody who attended—we will not say the whole, but a fairly representative selection of the whole—number of lectures given in the fortnight can ever again be excused for thinking of London as merely an agglomerate monster, a heterogeneous congeries of streets and shops and sights and people, without meaning in their coherence. If nothing else was learned during the fortnight, it was impossible to go through it without getting at least one great idea firmly built up in the mind and the imagination—the idea of London as a great political city, with a character that is not the result of chance, and a tradition of traceable continuity, linking an intelligible past of picturesque and significant simplicity with the unintelligible present of inconvenient and sordid anomalies. A paper that comes out only once a month is at inevitable disadvantage in reporting occurrences of the early part of the month. Everybody who is interested in the Extension Meeting has had opportunities of reading about it in the daily and weekly papers; and the official report of the Society's own journal will be in the field as soon as we are. None the less, a few remarks upon the more general aspects and bearings of the Meeting and its arrangements may not be out of place. The effort to get effects of "local colour" out of every subject touched upon, so that even Rossetti, Browning, and William Morris—the subjects of Mr. Seaman's course of poetry lectures—were announced in the programme as "Three Modern London Poets," was, of course, a matter for some pleasant jesting. Happily, however, Mr. Seaman had the good sense not to strain the point where it would have been only ridiculous. But in the great majority of lectures the "London colour" was no unimportant accident; and the effect of emphasizing it in connexion with every period of English history, and every aspect and manifestation of social, political, religious, and intellectual life, was to build up before the imaginations of the audience a picture of historical London as roundly objective as a view seen through a stereoscope, and as full of life and movement as the cinematograph.

The story of London began with Sir Walter Besant's description of the city as the Norman conquerors found it—when the Roman wall was still standing, and the Fleet and the Wallbrook flowed above ground; when the population was distributed in four belts—nearest to the river, the men who did service on it—bargemen, lightermen, stevedores; on the rising ground above them, the merchants, in their three-chambered houses; beyond them, again, the retail traders, clustering round the markets; and, yet farther out, the craftsmen, in wooden huts, grouped in villages, each with its wooden church. The beginning of the guilds in these simple days was graspable enough; and Sir Walter's account of the matter, very interesting in itself, served to make intelligible much that might otherwise have been difficult in some of the lectures that followed, till Mrs. Green told continuously the great story of "What the Crafts and Guilds have done for London" in her eloquent lecture given towards the end of the second week. But, in the interval, a succession of chapters of London history had been put before the audience: by Mr. Gollancz, who sketched the time between the Conquest and Chaucer; Professor Skeat, who was most delightfully naive and entertaining about the London of Chaucer, Langland, and Lydgate; Mr. Churton Collins, who conjured into life and activity all the playhouses and actors and audiences of Shakespeare's day; and Professor Hales, who reconstructed the London of Milton, the Commonwealth, and the Puritans. Then, at the end of everything, Sir John Evans came in with a lecture, which he announced as "the introduction to all that had gone before," on "London before the Saxons"—that is to say, London in the Palaeolithic and Neolithic periods, the ages of "drift," and the ages of stone, iron, and bronze implements. These were the lectures that made the characteristic backbone of the meeting. But almost all the other lectures had subjects closely related to the subjects of the main course, and threw sidelights upon its teaching. The contributions of London and Londoners to science were sketched in Professor Sylvester's two papers on "Faraday and his Contemporaries," while Professor Ramsay's lectures on "Boyle, Cavendish, and Graham" told incidentally the story of the founding of the Royal Society. And three lectures from Sir Frederick Bridge, on "London Music and Musicians" in the sixteenth, seventeenth, and eighteenth centuries, were as popular as any course in the curriculum, and as deservedly so. Mr. Mackinder's most brilliant lecture on "The Geography of London" was quite as much a contribution to its political history as to its geography. Mr. Loftie's two lectures on "London Records" not only gave much useful infor-

mation about the collections of documents upon which all that is authentically known of the early history of London is based, but explained the constitution of St. Paul's Cathedral and of the county of Middlesex; and Mr. Marriott's eloquent discourse on "John Colet and the founding of St. Paul's School" was practically a local chapter from the history of the Revival of Learning. And then—so that the picture of the life of London should be not only solid and sound, but rich and full—painting, architecture, and sculpture were all treated in such a manner as to show either what had been done in each by London and Londoners or what were the resources of London in regard to the study of them. Mr. Arnold Mitchell gave four lectures on architecture, and in all he used, as far as possible, illustrations from buildings in London, while one was actually given in the newly-restored church of St. Bartholomew the Great at Smithfield. Mr. Gaskell, lecturing on Hogarth, Gainsborough, Reynolds, and Turner, called special attention to the works of these masters to be seen in the National Gallery. Miss Rose Kingsley illustrated her remarks upon the modern schools of French and English painting by reference to examples in the Millbank Gallery. Miss Jane Harrison gave a lecture on the "Elgin Marbles" in the Hall at Burlington Gardens, and took her audience next day to see the Marbles themselves at the British Museum. Sir Joshua Fitch gave a delightful lecture, in the Education Section, on "The National Portrait Gallery and its Uses to Teachers." He advised both students and teachers—Mr. Miall a few days before had very strongly enforced the principle that no teacher should ever cease to be a student—to make a practice of looking up in the National Portrait Gallery whatever characters of history their special reading interested them in, and he dwelt warmly on the importance, in teaching history, of making much of the great personages, adducing the example of the Bible, with its long and vivid biographies of great men and its rapid passing over years and events. But, he said, it was but dismal work to wander among collections of historical portraits unless the mind was prepared for enjoyment by previous reading and thinking about the persons painted. "We find an exhibition inspiring in exact proportion to the knowledge we bring with us. . . . We must meet the portraits half-way—nay, more than half-way—if we want to get any good from seeing them." And he made in spirit the round of the several rooms, calling attention to a considerable number of the portraits of most popular attraction, and kindling interest in them by means of anecdote, description, or sometimes an impressive bit of art criticism, from Mr. Watts or Mr. Ruskin. That the advice of Sir Joshua and the other lecturers as to the importance of visiting the great national art collection of London was not thrown away, everybody who haunted Burlington Gardens during the meeting must have been satisfied: visits to all the galleries described were contrived by the majority of the students during the three hours' interval between the morning and the afternoon lectures.

It is obvious that in one, two, three, or even four lectures each, upon any of the subjects named, solid instruction could not be given; and equally obvious that, of the thousand members of the Meeting who heard the lectures, none can have carried away anything like all the information actually given, though the same criticism would apply with equal justice to the rather longer courses of lectures given when the Meetings have been held at Oxford and Cambridge, where facilities for working in the intervals are greater than in London. But what has been peculiar to this London Meeting is the way in which the various lectures have been made to fit into one another—sometimes even to overlap one another—with a view to producing a strong effect in at least one department of exceedingly interesting information. It is quite possible that the Meeting of 1898 may have given less solid instruction to its members than any previous Summer Meeting, but it is certain that it will be remembered by all who attended it as one singularly rich in stimulating influence and also in the communication of that kind of information that helps the learner to learn more.

In the Education Section a great deal of interest, and even excitement, was caused by Mr. Earl Barnes' three very detailed and circumstantial lectures on what he calls "Studies on Children." It is impossible not to admire the immense labour and the minute care that Mr. Barnes and his fellow-workers in the field are expending upon their task of investigating the minds of children and constructing tables to show how boys and girls in America and England grow in "social intelligence," and decrease in brutality, as they advance from the age of eight to the age of fourteen. Certainly Mr. Barnes' tables and diagrams prove that in this matter the development of the child's mind obeys a law, and the differences his averages establish between boys and girls and between English children and American children are not without interest. As the Bishop of Bristol remarked at the Conference, everything is interesting when you get to the back of it. But it is difficult to put away the thought that all this elaboration of question-papers put to thousands of children, and of answers sorted and averaged, is, after all, a very great ado to prove what common-sense has always taken for granted. It is, moreover to be feared that the system of examination necessary to get these results will do harm to the children examined. Mr. Earl Barnes assured his audience, and so did Professor Sully (who gave a summary of all the work so far done in America, Germany, and England, in this new science of

child-study), that the utmost care is taken so to conduct these examinations that the self-consciousness of children shall not be increased by them. That may be. None the less, it is hardly possible for a whole generation of parents and teachers to be occupied with the scientific study of children's mental development without producing an unwholesome consciousness of what they are about in the minds of the children. We most of us have a friend or an acquaintance—perhaps himself or herself a little blind or deaf—who is convinced of the possibility of talking safely in undertones about the fellow-passenger at the other end of the railway compartment. Did we ever see the experiment tried, however discreetly, without very soon becoming aware that the fellow-passenger was feeling uncomfortable?

One of the best lectures in the Education Section was Mr. Miall's extremely sympathetic paper on the duty of encouraging the curiosity of children. He was delightful about the people "so eager to surround themselves with all the responsibilities of family life, but who, if they did but know themselves, would recognize that all they are fit for is to live in respectable lodgings with people who never do anything till they have slept on it." These are the people who cannot put up with "the restless boy of eleven who asks one question and then starts another before the first is answered, and has forgotten his interest in both before the second is well understood." How to give constancy to such inconstant curiosity, and how to turn the curiosity that is ignoble into a noble love of knowledge, was the problem illustrated in the lecture. We have left ourselves, alas! no room to speak of the extremely interesting historical survey of education in London during the seventeenth, eighteenth, and nineteenth centuries, given by Mr. Findlay and Sir Joshua Fitch. We can only say that we hope both these papers, as well as many more of those read during the Meeting, will before long find their way into print.

M.

ASSOCIATION OF HEADMISTRESSES' ANNUAL CONFERENCE.

THE Annual Conference of the Association of Headmistresses took place on Saturday, June 11, at the Blackheath High School. The chair was taken by the President, Miss Jones, of the Notting Hill High School, and over a hundred members of the Association were present.

Miss Jones, in her presidential address, said the year which had elapsed had not been fruitful in educational events of much interest to the Association. A great deal had been said and written about secondary education, but very little had been done, and the promised Bill was still prospective. Foremost among the various bodies that had been endeavouring to educate public opinion on this important subject was the energetic Incorporated Association of Headmasters. A short time ago they invited the Headmistresses' Association and the Headmasters' Conference to join them in drafting a Bill which would be likely to prove more satisfactory to the profession than any Government measure. This Bill was soon to be introduced into Parliament. With regard to the burning question of the differentiation between primary and secondary schools, as the result of a Conference between the Headmasters' Association and one representing the Higher-Grade Schools, a joint memorandum on the subject had been adopted, which was particularly worthy of the attention of those who had experienced the rivalry of higher-grade and science schools. Miss Jones went on to refer to the International Congress on Technical Education, and the Congresses at the Victorian Exhibition and at Owens College, Manchester. A Conference had also been held at Holloway College to consider the possibility of making the college the nucleus of a women's University, when the scheme was completely defeated, and she did not believe that any attempt would be made to revive it. After referring to the valuable reports on educational subjects issued by Mr. Sadler, Miss Jones continued that, in the meantime, their daily work went on with all its responsibilities and cares, its absorbing interests, and its far-reaching influence. The Association had greatly helped to foster a professional spirit which did not exist twenty-five years ago, and they could look back a quarter of a century to effectual co-operative work in the cause of education. They were conscious of many mistakes, although, happily, they remembered that those who never made mistakes never made anything; and they felt that a great work had been entrusted to them, who had so large a share in training the faculties and helping to form the characters of the rising generation. Their aim should be to make the most of their girls physically, intellectually, morally, and spiritually. In preparing them for life, with its many-sided issues, it was important to give them a love of knowledge, and implant in them tastes which in after years should give them delights and solaces outside the routine of their daily lives. There was no surer sign of an uncultivated mind than an incapacity for the higher order of pleasure, and, as this was an age when pleasure was pursued more eagerly than ever before, they should strive to influence their girls to draw their pleasures from the best and purest sources. They must

remember that they were all only sowers, but they believed the seed they sowed would bear fruit. (Cheers.)

After the adoption of the report and other routine business, Mrs. Bryant, D.Sc., moved: "That, in the opinion of this Association, provision should be made for the presence of women on any central and local authorities which may hereafter be constituted for the administration of secondary education." She remarked that the resolution hardly required any argument to support it, and went on to describe in some detail how the Secondary Education Bill had been drafted in co-operation with the Headmasters' Association. It was on familiar lines, and its object was to organize secondary education by establishing a central authority which should include all existing authorities. A new development in connexion with the Education Department would be the Advisory Council, a largely professional body. For the local authorities the county was taken as the area, and the County Council as the basis. Provisions were also included dealing with the supply of schools and the registration of schools and teachers. Effect had been given to the resolution in the Bill, and they were asked to emphasize the position which their Committee had taken up.

Miss Page, in seconding the resolution, described the chaos that at present existed, and the many authorities who controlled secondary schools, which, by the Bill, would be united under the Education Department. She also described in detail how the local authorities would be constituted, and the extent of their powers.

The discussion turned principally on the relations that would subsist between the new authorities and the School Boards. Miss Beevor remarked that in the North of England there was a strong feeling in favour of giving the School Boards some control over secondary education as likely to have more knowledge of the subject than County Councils.

The resolution was carried.

Mrs. Woodhouse moved: "That this Association regards with general approval the principles contained in the report recently issued by the Training of Teachers Joint Committee." She remarked that the opinions of the Association put forward in 1894, and then hotly discussed, had now been adopted by the Joint Committee. They insisted on a good general education before admittance to a course of training. On the question of time it seemed to her that only after three years should a teacher be entitled to receive a final certificate of qualification. Recognizing the increased costliness of education, they must all feel that the question of finance was a very difficult one. State and rate aid seemed to be in the far distance, but it might be possible to secure endowments and scholarships. The resolution was seconded by Miss Foxley, who remarked that the report recognized the importance of consecutive training, and that in this way it ought to be possible to turn out valuable teachers and eliminate inefficient ones. The discussion which was of an animated character turned principally on the possibility of eliminating bad teachers, and on the length of time which should be devoted to training. On the first point, Mrs. Bryant pointed out the practical difficulty that training colleges could only apply tests of knowledge, and not of character. Mrs. Woodhouse's proposal of a three years' training was generally considered too long, many speakers considering that holders of a University degree would only require a single year's course. Miss Neligan deprecated objections to State aid, and expressed a hope that free education would be extended much farther than at present, for then only the best results would be attained.

Miss Keppel, Miss Gadesden, Miss Otley, and Miss Jones took part in the discussion, and, finally, the resolution was carried. Miss Hitchcock drew attention to the proposed Educational Section of the Paris Exhibition of 1900, and urged the importance of an early consideration of the subject if a good exhibit was to be supplied.

Miss Neligan moved, and Miss Way seconded, that a special effort be made by the Association to procure additional University scholarships for girls, and this was carried unanimously.

Considerable discussion followed on the next resolution, moved by Miss Gadesden, and seconded by Miss Connolly: "That this Association considers it preferable that scholarships should be awarded on college examinations rather than on the results of the Local Examinations," but it was finally carried by twenty-nine votes to eleven.

Miss Gadesden then proposed that a limit of age should be established, suggesting twenty as suitable, but, on the suggestion of Mrs. Bryant, who put in a plea for the elder women, the resolution was passed in the following form: "That this Association is of opinion that in general a limit of age is desirable."

Miss Jones then moved: "That this Association is glad to note in the report of the Departmental Committee on the Pupil-Teacher System that, in order to encourage the attendance at secondary schools of pupil-teachers for a portion of the period of their engagement, the Committee recommends a relaxation of the regulation by which they are required to undertake a certain number of duties in the elementary school to which they are attached." After describing the origin of the pupil-teacher system, Miss Jones remarked that the Committee were of opinion that the pupil-teacher centres did not always fulfil the purposes for which they were intended, and they wished to improve the preparation of pupil-teachers so as to place them on a level with pupils from secondary schools. Two or three years in a secondary school would make a great deal of difference to a pupil-teacher.

Miss Day (Manchester) seconded.

Miss Day (Westminster) strongly opposed the resolution, urging the uselessness of the scheme from her own experience of children from the primary schools. It was impossible to give them any idea of the corporate life of a secondary school in two years, and they often had to be taught the most elementary subjects, and were always at a disadvantage.

Several speakers declared that they had not found the same difficulties as Miss Day in dealing with children from the primary schools, but many thought there would be great difficulties in the practical working of the proposal on account of the expense.

The resolution was carried.

The proceedings terminated with a hearty vote of thanks to Miss Gadesden, Headmistress of Blackheath High School, for the hospitable manner in which she had received the Conference.

REVIEWS AND MINOR NOTICES.

Talks with Mr. Gladstone. By the Hon. LIONEL TOLLEMACHE. (Price 6s. Edward Arnold.)

Books on Gladstone pour in like a flood; but Mr. Lionel Tollemache's monograph has a *cachet* of its own which distinguishes it from the mass of ephemeral literature. It is a partial portrait he has given us—a series of snap-shots, so to speak, taken without any effort at artistic grouping; but, in its own style and with these limitations, it is admirably vivid and life-like. Mr. Gladstone more than once banters his questioner on his "formidable memory," and those who have known in the flesh any of Mr. Tollemache's previous sitters—Charles Austin, Mark Pattison, or Jowett—and perused his portraiture, will be able to testify how exactly he has produced, not only their thoughts and opinions, but those very tricks of language and turns of phrase.

His object, he tells us, has been not to *biograph*, still less to criticize, but to *ethograph*, Mr. Gladstone—"to produce a photograph of his moral and social physiognomy exactly as it presented itself to him." Had his opportunities been equal, he might have gone far to rival Boswell. As it is, his intercourse was mainly limited to two winter seasons at Biarritz; and, further, on the main interest of his life, the politics of the day, Mr. Gladstone was naturally silent to the son of an ultra-Conservative, and the son-in-law (so Mr. Tollemache tells us) of a *ne-plus-ultra* Tory, himself a professed Whig, whom we should rather be inclined to label as a mugwump. We mean no offence by the term. The *Journal* professes itself a mugwump. But, for that very reason, we must regret that Mr. Tollemache should have travelled outside his brief and indulged in a preliminary disquisition on Mr. Gladstone's political inconsistency. "He [the man of many changes] is liable to excite an apprehension that he may one day become a *re-turn-coat*, or else may be not a turncoat only, but a *turn-waistcoat* as well." Mr. Gladstone, whether we reckon him "devil or saint," was not a Halifax, still less a Vicar of Bray. But this is, after all, only a passing *boutade*, and the "Talks" supply the needed correction. We will quote but one instance of many, showing how strong to the very end was Mr. Gladstone's constitutional Conservatism:

He expressed a wish that modern Conservatives had a greater love of antiquity. Lord Salisbury had broken too much from old traditions in being at once Prime Minister and Foreign Secretary, and also in making Huxley a Privy Councillor. Mr. Gladstone would have preferred some other form of distinction for the great biologist. He was angry with the Conservatives for distributing G.C.B.'s broadcast, before leaving office, among men who had no claim to them and did not expect them. He said that the Liberals were equally wanting in respect for antiquity; but this was excusable in them—such a defect was their besetting sin.

Not less striking is Mr. Gladstone's admission as to the moral decadence of modern statesmen. From a moral point of view, he put Bismarck and Crispi lower than Castlereagh and Metternich; and of England he says: "Nowhere does the ideal enter so little as into politics; nowhere does human conduct fall so far below the highest ethical standard." But this degradation he attributes, not to the spread of democracy or of the scientific spirit, but to the increase of the pursuit and worship of wealth and to the growth of that "dreadful military spirit."

We naturally turn the pages for allusions to education, but

can only discover two *obiter dicta*: "He was in favour of original classical compositions, but he owned to having some misgivings."

G.—"If people went into an extreme about classics, the last half of the nineteenth century has gone into just as great an extreme about modern languages. I believe that science will be the great instrument of education in the future. You may find something to suit all intellectual needs in the various sciences, from astronomy to—what shall I say?"

T.—"To gastronomy?"

G. (*smiling*)—"No, to embryology."

That the study of modern languages is being overdone in England is so extraordinary a paradox that we cannot help for once misdoubting the reporter. More interesting are his views on the higher education of women. He was anxious that all the professions should be opened to them, but would not give them the franchise, for the strange reason that they would then want to become judges and generals.

"One concession, however," he continued, "I would make to them. It seems to me perfectly scandalous that, out of the vast incomes of our two Universities, not a sixpence has ever been given to a woman. I remember urging this on Lightfoot at the time of the Royal Commission, but he thought that it would be too fundamental a change."

We have left ourselves little space to deal with the literary and theological conversations which form the bulk of the volume. In literature, as we knew beforehand, Mr. Gladstone was a thorough Conservative. Homer first, after him Dante, and the moderns, save Scott, nowhere. Of Scott's novels his favourites were "Kenilworth" and "The Bride of Lammermoor." For Jane Austen he had a sincere, but somewhat lukewarm, affection, and applied to her the same *mot* that he had used of Lord Randolph Churchill's earlier career—"a first-rate actor in a third-rate part." Molière's "Tartufe" and "Misanthrope" he pronounced only third-rate plays. In George Meredith's novels he seems to have stuck fast. Of George Eliot's novels he thought "Silas Marner" the best. Purcell's "Life of Manning" he greatly admired for its veracity.

There are plenty of good stories in the volume, but perhaps the best Mr. Tollemache tells against himself. One day when he was calling on Mr. Gladstone, the great man came up to him and said, "This is my Butler," referring, of course, to his edition of the "Analogy" that he had just received from the publishers. The author is extremely short-sighted, and, as a gentleman with a white tie happened at that moment to enter the room, he mistook the application, and whispered to Mr. Gladstone: "He seems a highly respectable man."

We can only find room for one racy story.

A captain of militia when enlisting a recruit asked what was his religion. "Are you a Protestant?" "No." "Then are you a Catholic?" "No." "Then what the devil are you? Are you a heathen?" "No; I'm a Puseyite." The captain, after ascertaining what this latter term meant, decided that he should be sent to the Catholic service in the morning and to the Protestant in the afternoon.

We will end with an anecdote which irresistibly reminds us of the young man and Father William in Lewis Carroll's parody. It comes at the end of a theological argument, in which Mr. Tollemache had been pressing the point that, if the righteous are to be severed from the wicked directly after death, a final Day of Judgment is a superfluity.

I fear that I cannot have made my reasoning plain to Mr. Gladstone; for he answered, with unusual heat: "I really cannot answer such questions. The Almighty never took me into His confidence as to why there is to be a Day of Judgment."

It is a pity that what should be a widely popular book is published at a price to suit only the circulating libraries. We have noted one or two misprints—"Garison" for "Garrison," "Sidney" for "Sydney" Smith, Charles "Austen" for "Austin" twice, "Sir Andrew Clarke" *passim*. On p. 128 Mr. Gladstone is made to credit Palmerston with the appointment of the Devon Commission. It was of course, as Macaulay's schoolboy would say, appointed by Peel in 1844.

"Cambridge Geographical Series." *A History of Ancient Geography*. By H. F. TOZER, M.A., F.R.G.S. (Cambridge University Press.)

When we from time to time ponder and gratefully confess our debt to Greece, the ancillary study of geography will prob-

ably not bulk very large in our review. And yet, perhaps, in no field is the Greek genius more convincingly displayed. "It was the privilege of the Greeks to discover the sovereign efficacy of reason. They entered on the pursuit of knowledge with a sure and joyous instinct." The commercial aptitude, the observing eye, the artistic spirit, and the thirst for science all combined to render the Greeks the best—the only true geographers of the ancient world. The Phœnicians outailed them beyond the pillars of Heracles to north, and south and across the Indian Ocean; but the Phœnicians kept their secrets, while the Greeks found everywhere food for speculation and discussion; and, when later Cæsar Augustus conquered and organized the habitable world, it fell to Strabo, the Pontic Greek, to appropriate their conquests for science. "Roman writers," says he, "imitate the Greeks, but not with much success; for they borrow their statements from them, and do not themselves bring to the subject much love of inquiry, so that where the Greeks fail us these do not greatly help to supplement them." And, in fact, there were but two Roman geographers—Mela and Pliny, the former the author of a mere compendium ("De Chorographia"), the other the collector of a mass of disorderly statistics in the "Historia Naturalis." But in every department of geography it is the Greek who is pre-eminent. Hecataeus and Herodotus were the true fathers of descriptive geography and of anthropology; Scylax and Megasthenes the pioneers of geographical explanation; Ephorus and Polybius brilliantly vindicated the service of geography to history; and Eratosthenes and Ptolemy applied mathematics and astronomy to the foundation of exact cartography.

Mr. Tozer has admirably discharged the task imposed on him. It has been his advantage to follow Sir E. H. Bunbury, a writer of such wide knowledge and unerring judgment that the most exacting of historians, the late Professor Freeman, never mentioned his name without a tribute of respect. We have not observed that Mr. Tozer has ever ventured to disagree with him, nor do we feel inclined to accuse him, therefore, of any want of originality. But where the present author has thought fit to depart from the line of treatment adopted by Bunbury in his more elaborate work he has produced two excellent chapters of his own. Of the chapter on the Roman frontier system, we need only say that it is the best summary to which we can point. The chapter on "vertical advance" as opposed to "lateral extension" bears the *cliché* of the enthusiast, and will be the pleasantest of reading to the climbing public. It was, no doubt, religious awe, rather than the appetite for adventure or scenery, that first drew the Greeks to commune with their gods on mountain peaks, and the innumerable chapels of St. Elias, which still shelter the traveller after his climb, testify strangely and emphatically to the transformation of paganism in modern Greece. But, in time, the promptings of curiosity were superadded to the claims of religion, and one conjectures, from the scattered allusions in such a writer as Strabo, that mountain ascents had become a conventional item in the tourist programme. It is significant to find Hadrian, the "tourist emperor," climbing Ætna and Mount Casius. But while, we imagine, the Roman climbed to enjoy the spectacle of empire and the white roads that led to Rome, the scientific Greeks were engaged the while—with indifferent success, it must be confessed—in measuring mountain altitudes "with the help of instruments." For the rest of this delightful chapter the reader will hardly reject as impertinent the curious miscellany of information set before him on "mountain sentiment," on toboggans and cyclopedes, and on "pyro-" and "helio-telegraphy." One could wish for a similar chapter on river sources, and, perhaps, another on "the gods as travellers," for were not Heracles and Dionysus more indefatigable globe-trotters than Hadrian himself?

After careful reading, we have found singularly little to criticize. One may be permitted to doubt whether the long passage from Sallust's "Iugurtha" detailing the capture of a Numidian mountain fort quite justifies its reproduction in a work of this scope. The mention of cotton as grown in Elis in the days of Pausanias should have been qualified by a doubt in the foot-note. Experts are divided, and, on the whole, it seems safer to take "bussos" as meaning a fine kind of flax. Finally, we look in vain for any mention of China before the date of the Periplus Maris Erythraei.

The Application of Psychology to the Science of Education. By JOHANN FRIEDRICH HERBART. Translated and edited by BEATRICE C. MULLINER, B.A. (7½ × 5 in., pp. cxxv., 231; price 4s. 6d. Sonnenschein.)

There can be no doubt that Miss Mulliner has done students of the science of education a very real service by translating into simple clear English the thirty-five letters which Herbart wrote to his friend Griepenkerl, while at work at Königsberg, and prior to his removal to Göttingen in 1833. The letters are in the main the outcome of his experience in the training college for teachers which he had established, and more particularly in the school attached to the college. They cover the greater part, but not the whole ground, of his subject, and afford an easier entrance into Herbartian modes of thought and views on the purposes of education than as a rule do his more formal treatises. We agree with Miss Beale, who supplies a short, but clear and suggestive, preface, that Miss Mulliner was right in giving us a complete translation rather than an abridgment or paraphrase—as, for instance, Mons. H. Dereux did in the pages of the *Revue Pédagogique*. The letters have no interest for a general reader, and are only likely to be read by a professed student of pedagogy, who will, if he is wise, prefer the complete document on which to form his own view. The task of translating was by no means an easy one, and we congratulate Miss Mulliner on the success with which she has accomplished it.

The introduction with which we are supplied is much too long; but, in spite of its tendency to become rambling and chatty, it certainly succeeds in bringing intelligibly before us the principal ideas on which Herbartianism rests. We are, of course, bound to hear about "culture epochs" and the analogy between the development of the individual and that of the race. But these matters are not unduly pressed upon us. We are, however, somewhat in the dark as to the precise bearing of the plates of hieroglyphs on the former topic; while the latter is not made any clearer by the analogy being spoken of as between the development of the *child* and that of the race, and the repetition of Herbart's mistake in supposing that the stories of the "Iliad" and "Odyssey" belong to the childhood of the world. When we know a little more about primæval man the analogy, if found to be true, may prove useful. Meanwhile what Herbart really meant was an analogy between the beginnings of education and the beginnings of civilization. He never proposed, as some of his followers have done, that during the few years of school-life the child should go through the whole experience of mankind. Miss Mulliner quotes Dr. Lange very often—she might have quoted him in this connexion with advantage. We have nothing but praise for the practical illustration given of "the Formal Steps," viz., the application of the Herbartian process to a lesson on an episode from the "Faery Queen." It is excellently done and affords a complete justification of Herbart's views; though, of course, it is rather too long for a single lesson. The notes to the letters, and the summaries of the letters themselves, are good and decidedly helpful; and so is the index. Altogether Miss Mulliner deserves the hearty gratitude of all who are interested in the science of education and especially of those who desire to gain a clear understanding of Herbartianism. Even those who can read the letters in the original will find that her translation will elucidate more than one puzzle for them; for the translator, when herself brought to a stand about some knotty point, has had the advantage of Prof. Rein's advice on matters of Herbartian theory.

A Short History of British Colonial Policy. By H. E. EGERTON, M.A. (Methuen & Co.)

This book deals with our colonial policy from the end of the fifteenth century up to the present time. The material for the work has been laboriously gathered from original sources, and the author has very wisely given in the foot-notes the page and chapter of the various authorities he has used. Quotations are plentiful, "there appearing little advantage in the method which makes the text a bald summary and throws the living interest of a book into its foot-notes." The work would have been even more valuable if Mr. Egerton had introduced a still larger number of well-chosen extracts from contemporary authorities—if he had allowed the contemporaries to tell their own story throughout, and had confined himself to editing and unifying their writings. To read the words of the men who lived in the midst of the events they criticize and discuss is the surest means of putting ourselves into touch with the spirit of

the past. As it is, however, the book will prove of great value to the student of colonial history, and to all those interested in the expansion of Greater Britain. They will find in it a large store of useful information, and, with the exercise of a little patience, they will be able to gather a fairly clear idea of the development of our colonial policy. Patience will be needed, for the author has not been very happy in the arrangement of his paragraphs; there is a lack of sequence in the work, the reader sometimes finds himself lost in a forest of details, and has to halt and search for his bearings.

Mr. Egerton gives us an excellent definition of a colony: "For practical purposes a colony may be defined as a community, politically dependent in some shape or form, the majority, or the dominant portion, of whose members belong by birth or origin to the mother country, such persons having no intention to return to the mother country or to seek a permanent home elsewhere than in the colony." Compare with this the definition given by Sir G. Cornwall Lewis:—A colony is "a body of persons belonging to one country and political community, who, having abandoned that country and community, form a new and separate society, independent or dependent, in some district which is wholly or nearly uninhabited, or from which they expel the ancient inhabitants." According to the latter definition, as Mr. Egerton points out, the United States would be a colony, and Natal would not.

The concluding chapters of the book—those dealing with the colonial history of the past few years—make very interesting reading. They show that the policy of "graceful concessions" is by no means of recent date. They also show, on the other hand, the strong growth of the Imperial ideal; of the desire to draw closer the bonds that unite the mother country to her offspring. "We hope," says a colonial representative quoted by Mr. Egerton, "that from this time forward colonial policy may be considered Imperial policy; that colonial interests will be considered and felt to be Imperial interests; that they will be carefully studied, and that, when once they are understood, they will be most determinedly upheld" (1887). The consolidation of the Empire that has been won is the chief aim of the colonial policy of to-day and to-morrow. The book ends with a useful bibliography, to which we would add Major Hume's "Raleigh" and Channing and Hart's "Guide to American History."

Euclid's Elements of Geometry, Books I. and II. By CHARLES SMITH, M.A., and SOPHIE BRYANT, D.Sc. (Macmillan.)

Though we can hardly be said to stand in any need of a new school edition of Euclid's "Elements," this first instalment of a revised version possesses all the merits we have been led to expect in such works. The type is excellent, and also the arrangement of the different steps of the constructions and proofs. There are many good and useful exercises, both following individual propositions and grouped in miscellaneous collections.

Some features, which are more or less peculiar to this edition, deserve a brief notice. The axioms tacitly assumed by Euclid are stated—e.g., that, in Prop. 1, the circles do intersect. The proofs of Props. 22 and 31 are more rigorous than usual. In Prop. 35 the words "whole or remainder" are avoided by the natural reference to Prop. 26. The construction of Prop. 44 is a distinct improvement, but it is still incomplete, for it assumes that two parallelograms are equal when two adjacent sides and the included angles are equal. In Book II. the proofs of Props. 4, &c., as in some other editions, are simplified by the disuse of the diagonal. Alternative dependent proofs are added for Props. 8, 9, and 10, though not for 5, 6, and 7. The interesting proofs of II. 12 and 13, which have been traced to Lardner's "Euclid," are also given. The selection of supplementary propositions is judicious; all the more important ones are included, and probably none that will not be required by a class of ordinary intelligence.

One or two points may be suggested for change in a second edition. In I. 9, the beginner's common mistake is made: "On the side of *DE*, remote from *A*," instead of "on *DE*, on the side remote from *A*." For the construction in I. 23, a reference is given to I. 22; but this is not quite correct, for the triangle there is not applied to a given straight line.

In a book which is so satisfactory in other respects, we must confess that the diagrams are a little disappointing. The opinions of good teachers differ as to the employment of thick

and thin lines; but whatever advantages they possess are, we think, counterbalanced by their discouragement of the redrawing of the figure as line by line is given in the construction. Our chief objection to the diagrams, however, is that some of them are inaccurately drawn. In I. 46, II. 4 and 6, figures intended to be squares have unequal sides; in I. 9 the triangle *DEF* is not equilateral; and, in I. 44, *AG* is not equal to *RU*. In I. 24, another triangle should be added with the point *G* on the side of *AC* opposite to *B*. Trifling blemishes such as these easily admit of correction. We look forward with interest to the appearance of later volumes, and, in the meantime, we heartily commend this new edition to any teacher who is contemplating a change of text-book.

(1) "The Story of the Empire Series."—*The Story of Australia*. By FLORA L. SHAW. (6¾ × 4 in., pp. 150; price 1s. 6d.)

(2) *The Rise of the Empire*. By Sir WALTER BESANT; with a Prologue by HOWARD A. KENNEDY. (6¾ × 4 in., pp. xiv., 125; price 1s. 6d. Horace Marshall & Son.)

(1) Miss Shaw tells the story of Australia in an interesting way; but, the space at her disposal being small, she has not been able to give us more than a mere outline. Still, the points chosen for special attention are the right ones, and the story is connected and is well told. We think it, however, a mistake to have devoted so much space to New Zealand, which has a separate volume of the series to itself, and which was only for a time connected at all closely with the main narrative. It is not very often that we find Miss Shaw careless in her statement of facts; but it is a little misleading to find her asserting (page 144) that "in 1888 New Guinea was formally declared to be a possession of the British Crown." The western part of New Guinea is claimed by the Dutch; the eastern part is divided into two portions—northern and southern. The former, Kaiser Wilhelm Land, is owned by Germany, and it is only the latter which belongs to Great Britain, and is attached to Queensland. The matter, however, is not of any great importance. For the rest, the little volume fulfils its purpose adequately.

(2) Sir Walter Besant's volume is already in its second edition. It is rather of the nature of a pamphlet than of a small history, and deals much—and at times rather sentimentally—with emigration, federation, &c. Briefly, it is an account of the causes of expansion as they appear to the author, with some illustrations, and is written in the main for children—at least, that is our impression. Some of the assertions are much too sweeping from the sober point of view of history; terms are sometimes used very loosely—e.g., Hindostan for India. The white people of the West Indies are not, as a rule, indolent and soft nowadays, though novelists often describe them as such; it is not true that the British Government has never done anything to promote colonization or, to use the words of the book, "to bring the people to the colonies," &c., &c. But, in spite of such blemishes as these, the book is written with much freshness and charm, and is very pleasant to read. If the views set forth occasionally seem to us somewhat visionary, they are none the less agreeable; while the examples given by way of illustration are treated with all that skill of narrative which we have learnt to expect from Sir Walter Besant. Mr. Kennedy's prologue adequately explains the chief aims of the series, and enforces the need for a better understanding of our colonies.

Selections from the British Satirists. With an Introductory Essay by CECIL HEADLAM. (7½ × 5 in., pp. 72 + 257; price 6s. F. E. Robinson.)

Mr. Headlam has made a very satisfactory selection of British satirists, as also of characteristic specimens of their writings, and has also given us a pleasant introductory chat about the writers themselves and those of their works from which quotations are made. His introductory essay is undoubtedly pleasant to read and in many ways helpful; but it cannot be described as bringing forward anything very new. Mr. Headlam seems to us most successful in his treatment of Dryden and Pope, not only in his characterization of each, but also in the contrast he draws between them. Swift is dealt with fairly well, but somewhat conventionally. Addison, as is commonly the case, is over-praised, while Steele, strange to say, is merely mentioned and passed by. It is true that

Steele is, as a rule, rather humorous and pathetic than satirical; but Mr. Headlam does not make any marked distinction between humour and satire, and those who are sticklers for exacter divisions would probably object to some of his selections on the ground that they are not, strictly speaking, satires at all. The book, however, would be the poorer were they removed, as, for instance, in the case of Goldsmith's gentle "Retaliation." Save on this ground, there is really very little fault to find; though, for our own part, we have occasionally felt, while turning over the pages, that, however right it was to choose this or that work for quotation, the actual passage given might have been more happily chosen. For instance, in our opinion, a much better selection might have been made from Byron's "Don Juan." But in these matters there is always room for great varieties of opinion, and, taken as a whole, Mr. Headlam has undoubtedly done his work well. The book is particularly well printed and simply and tastefully bound. The indexes are rather bare, however, and it would be a great improvement were a full table of contents to be added in the next edition.

History of England for the use of Middle Forms in Schools. By F. YORK POWELL, Regius Professor of Modern History in the University of Oxford; and T. F. TOUT, M.A., Professor of History in the Owens College, Victoria University. Part II.: *From the Accession of Henry VIII. to the Revolution of 1689*. By T. F. TOUT. (Longmans.)

There is much to praise in this volume, which, besides its general accuracy, contains many proofs of the author's thorough acquaintance with the period in hand and of the true significance of events. For example, he exactly describes the position taken by Henry VIII. in the separation from Rome as "merely carrying out to their logical results the ancient laws which had upheld the national independence and the supremacy of the Crown as against the claims of a foreign potentate." Again, he points out very well the changes for the better in the House of Commons that took place during the reign of Elizabeth. Some of the strongest and best men in the country were among its members, and it was no longer content to register royal decrees; it became jealous of its rights, and successfully vindicated them. Yet, as he observes, the rare tact of Elizabeth delayed the crisis that was hastened on by the folly of her successor. Very good, too, are many other parts of his book, such as his account of the Civil War and his chapter on English trade and colonies in the seventeenth century. Now and again we do not find ourselves wholly in agreement with him: his sketches of Laud and Cromwell do not seem to us quite satisfactory; his treatment of the period of the Protectorate is not, perhaps, up to the level of the best parts of his book, and his remark that, though Cromwell's "exploits were confined to our own little island, he was not unworthy to be put beside the Cæsars and Napoleons of history," strikes us as singularly unfortunate. His notice of the Battle of Dungeness, too, is, we think, somewhat misleading; the Dutch victory was due not so much to the tactical skill of Tromp, though he was the greatest sea captain of his time, as to the fact that our fleet was hopelessly outnumbered; and though the battle, in a sense, may be considered "hard fought," for two of our ships were taken and others grievously knocked about, the issue of the engagement was never doubtful. Apart, however, from these matters, we are disappointed in the volume, because it does not seem to us well adapted for school use. To write a good school-book an author must know something more than his subject; he should know how much his readers ought to be told, and how to put what he has to tell them in such a way as to arrest the attention and impress the memory. Here we think Mr. Tout has failed; he attempts too much, and he does not make the most important points in his narrative stand out with sufficient prominence. For the printing of some parts of his book in smaller type than the bulk of it he is not, we believe, responsible. Setting aside our dislike of trying young eyes with unnecessarily small print, we think that it is a plan that can only be recommended when the small type is used for some passage that is independent of the context and that need only be read by more advanced pupils than the rest of those using the book. This is not the system adopted here, if, indeed, any system has been followed, which seems doubtful; for it is obvious that, after reading in large print that Raleigh proposed a voyage to Guiana, even the most backward pupil must read the next paragraph, which tells in small print how Raleigh sailed and how, after his voyage, he was imprisoned and beheaded.

Virgil, Bucolics and Georgics. With Introduction and Notes by T. E. PAGE. (Price 5s. Macmillan.)

Mr. Page notes that the most Virgilian of modern poets and the best commentator on Virgil were both natives of Lincolnshire, and adds: *Anch' io fui nato in Arcadia*. When editors of school editions receive their due meed of fame, Mr. Page will certainly find a place in his county history. He shows independent judgment, and his notes are

clear, pointed, and stimulating. On the other hand, he has the defects of his qualities, and is too fond of dubbing those commentators who differ from him fools or sciolists. Thus, of Virgil's plough we have an admirable sketch furnished by one of Mr. Page's colleagues, and one of a primitive plough still used in Italy; but Mr. Page cannot resist the temptation of adding a third sketch from Smith's "Dictionary of Antiquities" for the sole purpose of cutting it up.

We have noted a few slips and mistakes: Page xii., *la vie pastoral*. Page 99, wood-doves do not incubate in autumn; Conington says August. Page 101, the argument against *aristic* meaning harvest is unsound; *castrum* does not mean "a camp." Page 102, *non habeo quod sperem*, for "final" read "consecutive" clause. Page 104, *nonne fuit satius* is strictly grammatical. Page 160, the note on *omnia* . . . *mare* is not consistent with that on "G." I. 277. Page 206, *olentes* as little suits the almond as *forem* suits the walnut. Page 208, *atque* is used repeatedly in Plautus for "immediately." "G." III. 92, *effundit* is, undoubtedly, the true reading.

Hannibal: A Drama. By LOUISA SHORE. (Grant Richards.)

We have to thank Miss Arabella Shore for reprinting this remarkable drama, by her late sister, which appeared anonymously in 1861. What would the critics who then welcomed it have said had they known what the preface now tells us, that it was conceived and virtually executed by a girl of twenty? A tragedy in two parts, like the "Piccolomini" and "Wallenstein's Tod," with forty characters, each a living person, and a plot woven of many strands, all leading up with ever heightening interest to the catastrophe! It is as though the shield of Lancelot had been, not guarded, but wrought, by the lily maid of Astolat. True there are crudities, such as the line "Till all geography doth stand amazed"; there are slips in scholarship, such as the misspelling of Masinissa's name, there is modern sentiment in the love intrigue (what a contrast to Flaubert's "Salammbô"!); but it is none the less a genuine historical study, and a drama of a very high, if not the highest, order.

Religion and Conscience in Ancient Egypt. By W. M. FLINDERS PETRIE, D.C.L., LL.D. (Methuen.)

The rapidly increasing number of students engaged in the study of Egyptian philosophy and religion will feel a debt of gratitude to Mr. Flinders Petrie for the publication in book form of his lectures on "Religion and Conscience in Ancient Egypt," delivered at University College. Mr. Flinders Petrie attempts to furnish a lucid presentation of the main ideas which underlay the early Egyptian mythology, with their bearing upon the popular conscience and character, rather than to build up any system of philosophy or religion which has any immediate and inevitable connexion with standard views of ethics and theology. The author traces the historical structure of the Egyptian religion, showing how this was modified and influenced by the fusion of races—the Egyptian with the Syrian, and later with the Greek settlers; and how many of its most important discordances and contradictory elements are due to the local beliefs of the tribes who settled throughout Egypt. Having given the student a clear and simple idea of the general mental growth, the author proceeds to sketch the special intuitions and processes which led to the formation of conscience, illustrating its nature, in its personal bearing, its family bearing, its public relation, and its relation to the gods, by a number of characteristic maxims of a practical and ethical nature. Not the least interesting aspect of these maxims is their points of similitude to and difference from the Greek and Roman code of public and private ethics, the tone of them being, as Mr. Flinders Petrie points out, for the most part, almost in the sensible, practical, sane spirit of the eighteenth century. The author writes with commendable simplicity, so that this little book can be read with interest and profit by those who are ordinarily incapable of apprehending the profound style of the modern Egyptian scholars.

Musa Claudia. Translations into Latin Elegiac Verse. By S. G. OWEN and J. S. PHILLIMORE. (Clarendon Press.)

The modest title and modest preface of this volume of versions disarm criticism, yet we feel bound at starting to scotch a snake in the grass. "A knowledge of the structure of their verse is necessary for the appreciation of the ancient poets, who for purity of form and sincerity of feeling are unsurpassed and unsurpassable. This knowledge may be best obtained by imitation." To this plea for Latin verse, as stated in the preface, we must enter a general and a special demurrer. First, to be consistent, we should put our pupils through a course of *terza rima*, Alexandrines, and German blank verse before they begin the study of Dante, Molière, or Goethe. Secondly, Ovid, whom the authors set before them as their model, whatever we may think of his art, is assuredly not conspicuous for "sincerity of feeling." A Tommy Moore at his best, he falls at his worst below the depths of the Poet Laureate. To come to close quarters, these versions leave on us the same general impression as the "Otium Didascalii," which we reviewed last month. All of them are creditable, some are extremely ingenious, none is quite first-rate. "The desire of the moth for the star" must have tempted the authors to pit themselves against H. A. J. Munro in Gray's "Elegy" and against Professor Jebb in Browning's "Lost Leader"—

"One more devil's triumph, and sorrow for angels,
One wrong more to men, one more insult to God!"

"Hunc quoque gaudebunt Furiae, plorabit Olympus,
Jus hominum, summi fas violasse Dei."

So Jebb: and it is only charitable to suppose that Mr. Phillimore was ignorant of Mr. Jebb's version when he wrote—

"Quem dolet amissum Virtus, Injuria gaudet,
Quem damnant homines, respuerisque deis."

"Black's Historical Latin Readers."—*The Conquest of Italy.* By E. G. WILKINSON, M.A. (A. & C. Black.)

This is a really excellent little book. It is the first of a series of three Latin Readers made up of short passages from various Latin historians, giving altogether an outline of the history of Rome from the building of the city to the death of Augustus. The Latin extracts are connected by brief English notes explaining the situation illustrated by the text, and, where necessary, filling in any gaps left in the story. The present volume starts at 753 and closes at 200 B.C., the extracts here being mainly adaptations from Livy. Not only are the passages very carefully graded in point of difficulty, beginning with simple sentences and progressing to easy subordinate ones, the notes clear, brief, and simple, the vocabulary sufficient—all this we have had before from other editors; but this book has an exceptional value because it will give the pupil not mere dry words in one language for dry isolated words in another, but the words will, from the very first, stand for facts, and these facts not miscellaneous dull anecdotes, but, instead, the intensely interesting story of Rome, with all Livy's heroic legends. Surely, with such stories—for whoever knew child, boy, or girl, who did not delight in them?—Latin construing will be interesting from the very first; and the illustrations, e.g., of Carthaginian coins, of a trireme, add the last charm to a really delightful little book.

Zwischen den Schlachten, von Otto Elster. Adapted and edited by L. HIRSCH, Ph.D. (Macmillan.)

A story of the Franco-German War which recently appeared as a *feuilleton* in the *Kölnische Zeitung*. For fifth forms, and especially Army classes, it makes an excellent Reader. The style is so simple and straightforward that we should be inclined to place it in the elementary rather than the advanced series. Dr. Hirsch's notes are sound, sensible, and accurate. Of philology we have too much or not enough. Thus, "*Haupt*, cogn. Engl. *head*—*Elend*, cogn. Lat. *alius* and Teut. *land*." In the first case the missing link, *head*, should have been given; in the second, it should have been pointed out that *el* and *alius* are distant cousins, while *land* and *land* are *Geschwister*. Otherwise we have not detected even a misprint.

Grillparzer's Sappho. Edited by WALTER RIPPMAUN. (Macmillan.)

To produce an adequate English edition of this fine tragedy—"to sketch a likeness of the dramatist with a few bold strokes, to draw attention to the skill with which the tale of Sappho is told, and to give useful notes without the fashionable display of word-lore"—such is the ideal that Mr. Rippmann has set before him, and in great measure achieved. The play is, indeed, well worth reading, and the very simplicity of the plot and the limited number of the characters (they are virtually reduced to the *Æschylean* three), which would lead us to assign to Grillparzer a lower rank than his editor claims for him, are from the teacher's point of view distinct advantages. Mr. Rippmann's notes on German words and phrases are all that can be desired; those on particles, such as *ja*, *nur*, *noch*, are particularly admirable. In classical scholarship he is sometimes to seek. There should have been some allusion to "puellis Sappho querentem de popularibus," without which Symonds' translation (page 105) is unintelligible; and Kingsley's "She lay beside the myrtles on the cliff" might have been referred to. Had he remembered *Λευκάλεως* "Hep", note 188 would not have been written, and note 225 is upset by "Te spes et albo rara Fides colit velata panno." "The Greeks did not hold that the abode of the Gods was on high," is a strange assertion. "Balaustion" is "the flower of the wild pomegranate," not "a diminutive of endearment," like Melitition. The Eumenides were so-called, not because they "are helpful to all good men," but by a euphemism.

Remi et ses Amis: Episode de Sans Famille. Edited by J. MAURICE REY. (Hachette.)

Hector Malot's "Waif" is one of the most charming of French stories for children, and this episode makes a capital reading-book for junior forms, providing work for a couple of terms. M. Rey has compiled a glossary, and his notes give all the assistance required.

Elementary Practical Zoology. By F. E. BEDDARD, M.A., F.R.S. (Longmans.)

This little book, though written for beginners, is altogether academic in matter and style, and will only be intelligible to those who have made considerable progress in their studies. The language of technical zoology is used without reserve; we have *splanchnopleuric mesoblast*, *enterocel*, *schizocel*, &c. Matters of which the elementary student has no knowledge, and about which he can feel no curiosity, such as chromosomes and reducing division, are carefully expounded. The unqualified

statement (page 57) that "there is an abrupt change from the caterpillar to the chrysalis, from the chrysalis to the moth," is likely to confirm a wide-spread error. The changes in question are slow and gradual; it is only the casting of the skin which makes them appear to be abrupt. We cannot justify the word *Practical* in the title; for any practical guidance the student and teacher must look elsewhere.

Nature Study in Elementary Schools. A Manual for Teachers. By MRS. L. L. WILSON, Ph.D. ($6\frac{1}{4} \times 4\frac{1}{2}$ in., pp. xix., 262, illustrated; price 3s. 6d. Macmillan.)

Mrs. Wilson is head of the biological laboratories in the Philadelphia Normal School for Girls, and she has also the charge of the Nature work in the School of Observation and Practice in connexion with the same. Her credentials, therefore, are good, and the book itself shows that she not only knows her subject well, but also knows how it should be taught. Teachers will find it both useful and suggestive. The plan is to map out the subjects according to months, beginning with September, and placing under each month the weather, and the plants and animals which may be most conveniently dealt with at that time of year. A little elementary geology also is added. The book has one drawback for English teachers: the course is sketched for teachers in the United States, and would have to be modified if used in England. But the modifications would be slight, and, after all, it is the general plan of procedure which teachers will find most useful. The literature, lists of poems, stories, &c., to be used for illustrative purposes and for purposes of correlation, would have to be largely changed, for they consist to a great extent of writers and works wholly unknown in England. An excellent feature of the book is the closeness with which the studies are kept connected with the actual things presented; and, moreover, the experiments suggested are simple and effective. We recommend kindergarten teachers, in particular, to consult this course of Nature study.

A Text-Book of Entomology, for use in Agricultural and Technical Schools and Colleges. By ALPHEUS S. PACKARD. (Macmillan.)

Dr. Packard offers us here the results of a thorough examination of the vast literature which treats of the structure and physiology of insects. He has read widely and critically, and has applied his long practical experience of every kind of insect work to the interpretation of the authors whom he passes in review. He contributes not a few facts and reflections of his own. The book is well written and profusely illustrated. It can be heartily recommended to all students of scientific entomology as a complement to Dr. Sharp's treatise on insects, now in course of publication in the "Cambridge Natural History."

Problems and Questions in Physics. By C. P. MATTHEWS, M.E., and JOHN SHEARER, B.S. (Macmillan.)

A numerical example in physics, as the authors remark, serves several purposes. It removes the mathematical expression of a physical law from the realm of mere abstraction; it gives the student an idea of the relative magnitude of physical quantities and units, and it shows him the usefulness of his previously acquired mathematical knowledge. The volume before us is a valuable collection of more than thirteen hundred problems and examples on different branches of physics. In many of them it would, of course, be better for the student to obtain the data from his own measurements; but the solutions in such cases will, at any rate, give him practice and encourage accuracy. The introduction contains brief essays on units, vectors, graphic methods, averages and approximations, and the more important physical tables. The book is not intended to supersede the laboratory manual, but, as a companion to the ordinary text-books, it will be found most useful.

(1) *The Elements of Physics.* Vol. III., *Light and Sound.* By E. L. NICHOLS and W. S. FRANKLIN. (Macmillan.) (2) *First Stage Sound, Light, and Heat.* By JOHN DON, M.A., B.Sc. (W. B. Clive.)

(1) The first of these volumes is a valuable text-book for use in University colleges. The two subjects are treated concurrently as far as possible, the general theory of vibrations being applicable to both, though, in the common part, the former subject is naturally more prominent on account of the greater ease with which the phenomena—e.g., interference fringes—can be observed. It is not easy to select when the whole is so ably done, but the sections which seem to us especially good and interesting are those on the application of Huyghens' principle to reflection and refraction, lenses, interference and diffraction, and on colour and colour-blindness. The authors have succeeded in rendering abstruse problems intelligible without recourse to higher mathematics, a knowledge of elementary trigonometry being assumed, while the calculus is employed in one case only—the determination of the equations of wave-motion. If the work is too advanced for general adoption in schools, it will be found most useful as a book of reference for higher classes and as a source of illustrations for teachers.

(2) Mr. Don's book is intended for a different class of readers—those who are preparing for the First Stage examination of the Science

and Art Department, and it fulfils its purpose no less usefully. It is carefully written throughout, and many difficult points, such as the theory of vibrations and the formation of images, are discussed in detail, and, at the same time, with clearness and simplicity. One of the author's objects was "to present the matter . . . in a form that can be readily assimilated by pupils who have just passed through the standards of an Elementary School"; and in this we think he has been most successful.

Examples in Analytical Conics for Beginners. By W. M. BAKER, M.A. (George Bell & Sons.)

The more important text-books on analytical conics, as nearly every teacher of the subject must have found, are deficient in easy problems and drill examples for the use of those pupils who are not destined to become good mathematicians. Mr. Baker's book is intended to meet this want, and does meet it very effectively. Many of the examples are suited for oral work in class; others are less direct, and afford the opportunities for looking at the subject from different points, which are so essential in commencing the study of novel ideas. It is a book that we can heartily recommend.

Elementary Conics. By W. H. BESANT, Sc.D., F.R.S. (George Bell & Sons.)

This is a reprint of the first eight chapters of the author's larger book on "Conic Sections Treated Geometrically" (ninth edition, 1895). It includes the chapters on the Cylinder and Cone, the Similarity of Conics, &c., and Orthogonal Projection, and therefore little, if anything, is omitted that will be required for a school course. As it is published at slightly more than half the price of the complete text-book, it will be welcomed by all who value Dr. Besant's work. We should be glad to see the remaining chapters also issued in a separate form.

The New Explicit Algebra in Theory and Practice. By JAMES J. O'DEA, M.A. Part I. (Longmans.)

This part contains chapters on the elementary rules, factors, measures and multiples, fractions, and simple and simultaneous equations of the first degree, with problems. As in the "Arithmetic," the explanations of the working of examples are the leading feature, and render the book a useful one for examination purposes. In plan it resembles most other works of the same class, except for the early introduction of the "remainder theorem." The treatment of the theory is incomplete, especially in the case of the fundamental laws.

The New Explicit Arithmetic in Theory and Practice. By JAMES J. O'DEA, M.A. Part I., Second Edition. (Longmans.)

On the whole, this is a useful text-book, its chief merit being the very clear and detailed explanations, especially of the elementary rules. In some respects it is rather old-fashioned, in its retention of "rule of three" and "chain rule," an example of the latter beginning: " $? = 1$ turkey," and ending " 6 hens = $7\frac{1}{2}$ s., &c." The sets of examples are sometimes too short. For instance, in that on ascending reduction, there is only one example on reducing square inches to acres, &c. The book seems to be designed mainly for candidates for different public examinations in Ireland.

Arithmetic, with Numerous Examples, Exercises, and Examination Papers. Arranged by A. E. LAYNG, M.A. (Blackie.)

The title-page of this book is, perhaps, a little misleading, so far as regards the share which the author modestly claims in its production. Out of about four hundred pages, a little more than half consists of examples and examination papers, and, to a certain extent, these may be said to have been "arranged," although a good deal of skill has been involved in the process. The first half contains the theory and illustrative examples, and at once shows that the author is a capable and experienced teacher, ready to abandon stereotyped methods wherever they admit of improvement. Any objection that may be felt as to the separation of the text and examples will be met by the fact that the latter are arranged in sets headed by the same numbers as the corresponding chapters of book-work. The examples are extremely numerous, amounting, as the author tells us, to about eight thousand five hundred altogether. It would be difficult to suggest any point in which they might be extended or improved. The treatment of the theory of arithmetic is detailed, and, at the same time, clear and interesting. A few points are deserving of special mention. After the sections on G.C.F. and L.C.M., there is a short chapter, containing miscellaneous examples, on Factors and Multiples. The chapters on Stocks and Foreign Exchanges are practical, and convey a great deal of useful information. Scales of notation find a place near the end of the text, and are succeeded by a series of classified problems. Horner's method of cube root, which is, perhaps, less easily forgotten than any other, is given in the appendix. There is also a brief chapter on the "Method of Nine Multiples," which may be recommended as likely to prove useful to non-mathematical teachers who have marks to reduce to a common standard.

In working examples, the ideal would seem to be to maintain a logical order, so far as this can be done without greatly increasing the length of the work. For instance, in the so-called "Chain-rule," it is better to write " 1 orange is worth $\frac{1}{3}$ of an apple," as the author does, than

"3 oranges = 7 apples," &c., as was the custom in older works, and is even to be found in two books recently noticed in these columns. On the other hand, in a Practice sum, which is intended to lessen the labour of multiplication, it appears waste of time to add on the right-hand side of each line, "= cost at 5s. a ton," &c., useful as it may be to bring out the point in oral work. There are, however, a few cases in which the author has adopted an unsatisfactory method, where a better one would have involved no longer work. The first occurs on page 73, where the reduction of $\frac{11}{12}$, $\frac{13}{12}$, and $\frac{14}{12}$ to a common denominator is given thus :

$$\begin{array}{r} \frac{11}{12} \quad \frac{13}{12} \quad \frac{16}{12} \\ 14' \quad 18' \quad 21 \\ 99, \quad 91, \quad 96 \\ 7 \times 2 \times 3 \times 3 \\ 99, \quad 91, \quad 96, \\ 126 \end{array}$$

Again, a good deal of cancelling may be easily avoided. On page 79, Example IV. might have been written :

$$34\frac{1}{2} \div 352 = \frac{308}{9} \div 352 = \frac{77}{9 \times 88} = \frac{7}{72}.$$

Also, in simplifying complex and continued fractions, steps may be saved by use of the principle that the value is unaltered when numerator and denominator are multiplied by the same number. Instead of taking five steps, the last example on page 89 might have been done in two, thus :

$$\frac{2}{3 + \frac{1}{5 + \frac{3}{7}}} = \frac{2}{3 + \frac{1}{\frac{34}{7}}} = \frac{14}{34 + 3} = \frac{14}{37}.$$

The book is singularly free from misprints and errors, large or small. There is one, however, which should be corrected in the next edition. In square root (page 250), the last figure in the divisor should be doubled as usual before commencing the work of contraction.

Solutions of the Exercises in H. M. Taylor's Euclid, Books VI.-XI.
By W. W. TAYLOR, M.A. (Cambridge University Press.)

To solitary students, these solutions, if used with judgment, may prove to be of service. Besides showing him where and how he has failed, they will help to improve his style by providing him with good models. The enunciation of each is printed in full, so that no reference to the original edition of the Euclid is required. The omission of all diagrams, except in five cases, carries with it one advantage: the student must construct his own figures, and this can hardly be done without some understanding of the text.

Some Common Errors of Speech. By ALFRED G. COMPTON.
(Price 2s. 6d. Putnam.)

The author is a professor in New York, and has nailed to the counter the bad coins that have been presented to him by his students. The book is very slight, but it is written in an easy and attractive style, and some of the hints may be commended to young composers. They must, however, not take Mr. Compton for an infallible guide. In spite of his *Index Expurgatorius*, we shall continue to denounce *bagus* degrees, to use, like Shakespeare, "not above once," and, like Scott, "'tis sixty years since"; nor are we prepared to taboo "old folks," "murderous weapons," "role," "reliable." Again, "He was given a consulship" is perfectly good English, and to condemn the construction as ungrammatical is mere pedantry. Once and again we catch the author himself tripping, "Not a few found their way *into* college orations, sermons, and political platforms." "There are verbs that keep company . . . and which," &c., is correct, but inelegant; but in the same paragraph we find an "and which" with no preceding relative. We share the author's dislike to the split infinitive, but his philological objection is passing strange. "To, as the sign of the infinitive, is not the preposition *to*, nor is it properly a word at all. It is only the sign of the mood, as *en, oir, ar, &c.*, are in other languages." No less astounding to physicists will be the statement that the atmospheric disturbance is greatest at the centre of a cyclone.

Pearson's School Wall Maps (4 × 3 feet).

The issue of this series of wall maps marks a distinct departure in the method of map production. Instead of first printing the map in sections on paper and afterwards mounting it on calico or linen, it is here printed directly on to a cloth whose surface has been specially prepared to receive it. There is, consequently, no chance whatever of its peeling off from its backing, under the influence of damp, as is so often seen in wall maps that have been long in use. The colour printing, too, appears to be quite equal to that of the best paper work. Coast lines, rivers, railways, town stamps, and all names are in black; while the mountain ranges, neatly executed in chalk, are presented in a brown half-tone, so as not to obscure the other details. The result is a clear, bright, attractive map well adapted to every requirement of class use and likely to prove much more durable than ordinary maps. But we were forgetting: on the back of each is a second map in outline, showing coast-line, mountains, rivers, railways, and towns,

printed on a dark slate-coloured ground on which the names can be written in chalk, if necessary, and afterwards cleaned off. For examination purposes these large outline maps are likely to be of great service; and we shall be surprised if the series is not greatly sought after on this ground alone. Notwithstanding there are two maps on the same sheet, the price at which they are issued is about the same as that usually asked for one.

Longmans' Series of Recitations.

This is a capital set of selections of poetry for recitation for Standards I. to VII., printed on stiff cards or strong paper, with brief notices of the authors and short notes and explanations. The numbers vary in length from two to ten pages. The price of each of the first sixteen numbers, which cover Standards I. to IV., is one penny; that of each of the remaining seven numbers is twopence. The pieces seem to us to be chosen with excellent judgment; and the notes and explanations are all that they should be. The printing also is very satisfactory. The series deserves a wide circulation.

The Englishwoman's Year-Book and Directory for 1898 (Kirby; price 1s.) is a handy little volume and one which deserves well of women teachers and parents if for nothing else than its extensive list of girls' schools working under a committee or council, and especially endowed schools for girls; the last are hardly represented at all in "Whitaker," so that were it not for this compilation the names of the schools could with difficulty be obtained outside Gwydyr House. The editor includes, besides lists of orphanages, industrial homes for girls, schools connected with the Army, Navy, and Freemasons, for orphans of professional men, lists of Moravian schools, of educational societies and periodicals, of women's colleges and institutes where professional and technical training is available, of homes for students, schools of art and music, schools conducted by sisterhoods, associations of women teachers, benevolent associations, and innumerable others of use and interest to women. The present is the last year that the volume will be issued under the editorship of Miss Louisa Hubbard; the volume for 1899 will be edited by Miss Emily Janes, and will be much larger and also dearer than the present "Directory." Miss Hubbard explains in the preface how her desire to help gentlewomen to obtain remunerative employment, and how to train themselves for it, first led to the publication of the "Handbook for Women's Work"; its name was changed in 1881 to "The Englishwoman's Year-Book." It is a striking instance of the care and patience which women often give to work undertaken by them; its utility can hardly be exaggerated, and the modest shilling it costs places it within reach of the poorest.

JOTTINGS.

THE statute for reducing the term of residence at affiliated colleges (such as Reading College) to count as the equivalent of one year at Oxford, from three years to two, was passed in Convocation at Oxford by sixty-four votes to forty-three. The necessity of obtaining final honours in such a college was also dispensed with.

In answer to a question in the House, Sir John Gorst stated that the Department of Science and Art was anxious to procure adequate representation of School Boards on the county authorities constituted under Clause VII. of the "Directory."

THE examination for scholarships and exhibitions tenable at Westminster School will take place on July 9.

THE Voluntary Schools Defence Union has changed its name to "The Religious Education Union, for the promotion of definite religious teaching in public elementary, industrial, and reformatory schools." It will thus have a wider and more legitimate scope for action.

WE extract the following from the *Times* of June 14:—"An Army Coaching Establishment and its 'Terms.'—An important judgment was delivered by Judge Stonor yesterday at Brompton County Court. The case was heard on May 9 last, and was one in which Dr. T. M. Maguire and Mr. Crawley, proprietors of a coaching establishment for Army and other examinations, at Earl's Court Square, S.W., sought to recover £36. 16s. from Mr. J. L. Matthews. His Honour said that the claim was for the cost of three months' tuition in lieu of notice of withdrawal of the defendant's son from the plaintiffs' establishment. The plaintiffs based their claim on a provision contained in the statement of terms and rules of the establishment, the material parts of which were as follows. After stating that 'non-resident pupils were charged at a rate of 12 guineas per month, inclusive of everything except books, stationery, &c., and that no deduction was made for absence during the term,' it proceeded thus:—'Payments are to be made in advance for each term, and a month's notice is to be given before the removal of any student, or fees for a term will be charged. This does not apply to the removal of students who have passed their competitive examination,

or who withdraw from the competition for which they are being prepared. Pupils are expected to return to work on the first day of the term.' The statement did not contain any provision as to the precise duration of the contract for tuition, or any definition of the 'terms' referred to in it. He was asked not only to take account of a variable and varying 'term' but to strike an impossible average of such variations in order to help out a defective agreement. He could not do it. Upon the whole, he found for the defendant; but, as there could be little doubt of the intention of the framers of the clause, which they had certainly failed in carrying out, and the defendant was certainly to blame in not giving a written notice of his final determination as to sending his son back to the establishment, and as a very uncandid letter was written by the defendant's son to Colonel Milner shortly after he had left the plaintiffs' establishment, and had been sent to another without disclosing the latter fact, his Honour gave the defendant no costs."

SIR JOHN GORST summoned a Conference of Organizing Secretaries on June 10, to discuss the working of Clause VII. and other matters connected with the Science and Art Department.

ON June 15, a Conference of representatives of the County Councils and County Boroughs Associations was held in London. Resolutions urging joint action in forwarding a Secondary Education Bill were carried.

A SPECIAL meeting of the Court of the Victoria University was held on June 7 at Owens College, Manchester. Vice-Chancellor Bodington presided. The report of the Council on the application of University College, Sheffield, for admission as a college of the University was received. The Board of Studies had unanimously resolved that, in their opinion, University College, Sheffield, does not at present fulfil the requirements of the University, having regard to the conditions laid down in the University Charter. The Council considered that the Sheffield College, being readily accessible from the seat of the University of Manchester, and being situate in the midst of a large and growing population, and in contact with public authorities which are giving it active support, is, as regards geographical position and local conditions, suitable for admission. They also recognized the efforts which are being made by the Council and the staff of the college to increase its efficiency, and to prepare it for taking its place in a University system; but, after full consideration, the Council were not satisfied that the College has, at present, established a reasonably complete curriculum, and possesses a reasonably sufficient teaching staff in the departments of arts and sciences at least, or that the means and appliances of the College for its teaching are established on a sound base. The Council, therefore, did not recommend compliance with the application.

ON June 14, Dr. Scott addressed a number of Members of Parliament in one of the committee rooms of the House, on the subject of the Secondary Education Bill, which was introduced the next day by Colonel Lockwood.

YET another student has climbed the ladder from the elementary school to the University. Mr. Alfred R. Godley, the penultimate of the Senior Optimes, and the highest of the non-collegiates in the Tripos, received his early education at the Barrowby (Lincolnshire) National School and the Sedgebrook National School, then obtaining a Kesteven county scholarship, with which he proceeded first to Nottingham University School and subsequently to Cambridge, where he also won a Clothworkers' Exhibition.

THE Senior Wrangler (Evelyn Chambers desires it to be remembered) had *two* parents. His mother was one of the early students at Cambridge, in the days so interestingly described in the "Life" of Miss Clough. Those who remember Miss Mary Turnbull with warm regard, and those who look back with grateful thoughts upon Mrs. Hudson's kind and considerate hospitality during the early seventies, must wish with all their hearts to-day that she had been spared to rejoice in the success of the first Senior Wrangler who may be looked upon as being, in a sense, a grandson of Newnham. Professor Hudson is one of the oldest and most energetic Councillors of the Teachers' Guild.

THE following is the list of those invited by the Education Subcommittee of the Royal Commission for the Paris Exhibition to co-operate in preparing suggestions for the educational exhibit of England:—Principal Bodington, of Victoria University; Mr. G. Brown, of the Private Schools' Association; Rev. J. S. Brownrigg, of the National Society; Mr. J. Easterbrook, of the Incorporated Association of Headmasters; Mr. H. W. Eve, of the Headmasters' Conference; Sir Joshua Fitch, of the University of London; Dr. Wm. Garnett, of the London Technical Education Board; Mr. H. Gerrans, of Oxford University; Rev. Dr. Gurney, of Durham University; Miss Hitchcock,

of the Association of Headmistresses; Mr. Hunnybun of the Catholic Schools Committee; Sir Philip Magnus, of the Polytechnic Council; Mr. Moss, of the Association of School Board Clerks; Mr. J. H. Nicholas, of the Association of Directors and Organizing Secretaries of Technical Education; Sir Owen Roberts, of the City and Guilds of London Technical Institute; Mr. G. C. Robinson, of the Association of Headmasters of Preparatory Schools; Mrs. Henry Sidgwick, of Newnham College, Cambridge; Mr. Waddington, of the National Union of Teachers; Mr. Graham Wallas, of the London School Board; Dr. Waller, of the Wesleyan Education Committee; Mr. Withers, of the Association of Principals and Lecturers of Training Colleges; Mr. R. T. Wright, of Cambridge University.

At the University of Heidelberg, students of chemistry and physics are now obliged to take out accident insurance policies. The premiums range from about 3s. for those who engage in practical experimental work down to 1½d. for students who only listen to lectures on chemistry and witness the experiments, and entitle the insured to an annuity of £80 in case he is injured so as to be incapable of working. The University of Freiburg in Breisgau offers free insurance against accidents to students.

THE Education Department has repeated the circular of inquiry to secondary schools. Any school which does not receive a circular should write to the Secretary.

MR. W. H. WINCH, of St. John's College, Cambridge, who has just been placed in the first class of the Mental and Moral Sciences Tripos, Part II., was less than three years ago a teacher in a London Board school. In 1897 Mr. Winch was bracketed first in the Moral Sciences Tripos, Part I., and was subsequently elected a foundation scholar of his college. At the close of his apprenticeship as a pupil-teacher, Mr. Winch took the first place in England in the Queen's Scholarship examination. He then entered Borough Road Training College, and at the end of the usual two years' course re-entered the service of the London School Board at Olga Street, Bow.

ONE HUNDRED AND THREE years ago Dr. Arnold was born at West Cowes, and a tablet commemorating the fact has just been placed on the front of Westbourne House, with this inscription:—

THOMAS ARNOLD, D.D.,
HEADMASTER OF RUGBY SCHOOL, 1828-1842,
WAS BORN IN THIS HOUSE,
13TH JUNE, 1795.

The owner of Westbourne House intends to change its name to "Arnold House."

WE have elsewhere recorded our impressions of the Education Estimates debate. How frigid, how tame, how colourless they appear, beside the glowing canvas of the *Schoolmaster*! "Cheers, hysterical with laughter, on one side, on the other pinched lips, downcast eyes—Mr. Balfour's face troubled, drawn, almost livid—Mr. Talbot on the rack, wrapping legs and arms into convoluted and angular postures—Lord Cranborne seething with displeasure, his face wan and almost ghastly—Mr. Leonard Courtney Sphinx-like, the beetling brows and big lips hiding his opinions—in front of all, the small plump figure of Sir John calmly looking forth over his white and reverend beard, his clear, cold voice telling on the listening chamber with all the keen, cold quality of a rapier and the shearing force of a broadsword." These are the high lights of a picture not unworthy of the *Daily Telegraph*.

EVER since the certificates of the National Froebel Union became of recognized public value, requests have repeatedly been made for the examinations to be held in various colonies. The difficulty of granting such requests has lain in the fact that the examinations are only in part *written* examinations. Important sections consist of *practical* work—class-teaching, use of gifts, &c.—the practical examiners being persons of recognized knowledge and considerable practical experience in kindergarten work. It would be almost impossible for the Joint Board of the N.F.U. to find in the colonies examiners who fulfilled these conditions, and who, moreover, were not connected with the candidates who presented themselves. The Joint Board now proposes to make the experiment of holding the *written* part of the examinations at centres in the colonies, on the same conditions as those for centres in the British Isles, wherever adequate public guarantees can be given. A candidate who passes will be given a *letter*, stating that she has passed the *written* part of the examination; and the practical part of the certificate can be completed later on, when a fitting opportunity offers itself, either in the colony or in the British Isles. Meanwhile, for evidence of practical knowledge and skill, teachers must rely on the testimonials of their own trainers. It will be interesting to note how far this plan will meet the needs of the colonies.

ANOTHER addition to the Yorkshire College at Leeds was commenced last month by the laying of the foundation stone of a new wing to be devoted to the leather industries, of which Leeds is now an important centre. The ceremony took place under the auspices of the Worshipful Company of Skinners of London, who granted £5,000 towards the new building and £250 a year towards its maintenance.

It is announced that a site has been found at Wimbledon for the new orphanage of the National Union of Teachers, which is to be built in the place of the one at Peckham. The ground will cost £4,300, which will be raised by the London teachers, while Mr. Passmore Edwards has promised to provide the building, at a cost of £5,000.

THE late Mr. A. W. G. Allen has left £10,000, free of legacy duty, to the University of Cambridge, with the view of establishing an annual scholarship or prize in memory of his grandfather the Rev. Joseph Allen, D.D., formerly Bishop of Ely, and sometime Fellow of Trinity College.

MR. T. H. WILLIAMS, M.A., formerly of Lampeter Grammar School, has been appointed to the Headmastership of Pontyvain Intermediate School.

THE Rev. T. W. Chambers, M.A., assistant-master in the City of London School, has been appointed Vicar of Christ Church, South Hackney.

THE Rectorship of the Glasgow F. C. Training College has been filled by the appointment of Mr. John Adams, M.A., B.Sc., F.C.P., of Aberdeen.

THE governing body of the University of Dublin has elected to the Chair of Mental and Moral Philosophy Mr. Swift Paine Johnston, a distinguished graduate, who is an American citizen. This is the first occasion since the War of Independence in which a citizen of the United States has been selected for a Chair in Dublin University, although Dr. Arthur Browne, who was a Fellow of Trinity College and member for Dublin University in the last Irish House of Commons, was, like the late Lord Chancellor Lyndhurst, born in New England before the severance of the American colonies from the mother-country.

THE appointment of Headmistress of the Manchester High School for Girls has been conferred on Miss Burstall, B.A., for some time assistant-mistress under Mrs. Sophie Bryant at the North London Collegiate School for Girls.

THE *Athenæum* says:—"The retirement of Mr. Philip Lyttelton Gell, of Balliol College, from the Clarendon Press is announced. He succeeded Professor Price, now Master of Pembroke College, in the important office of General Secretary to the Press in 1884, when the latter found his health unequal to the somewhat extensive responsibilities of the position. Mr. Lyttelton Gell and Mr. Horace Hart, the Printer to the University, have also been temporarily invalidated during the past winter, and it is rumoured that the new developments of the Press during recent years will render necessary a partition of the office now vacated."

MR. A. T. POWELL, M.A. Oxon., Vice-Principal of St. Peter's Training College, Peterborough, has been appointed Headmaster of the Blue School, Wells, Somerset.

MISS ELSPETH PHILLIPS, of Somerville College, Oxford, has been elected to the Geoffrey Fellowship at Newnham College, Cambridge. This is the first Fellowship open to women, and is tenable for three years. Miss Phillips took a First Class in modern history, and has since been an Extension lecturer.

IT is announced that Mr. H. W. Eve will retire from the Headmastership of University College School at Christmas next. Mr. Eve succeeded Professor Key in 1876.

THE Council of University College, Liverpool, have appointed Mr. Gilbert Austin Davies, M.A., Fellow of Trinity College, Cambridge, and Assistant Lecturer of King's College, Gladstone Professor of Greek in succession to Dr. Rendall. Mr. Percival Hebblethwaite, M.A., has been appointed Lecturer in the Greek and Latin Languages, with the honorary title of Assistant Professor.

QUERIES.—M. H. Courtneall, West Suffolk High School, Sudbury, desires information concerning the arrangements for French correspondence.—Miss Alice Evans, Pontypridd County School, wishes to know of short simple plays for schoolgirls between twelve and fifteen.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THERE has been no meeting of the Council or its Executive Committee since the date of our last monthly report. The Special Council Meeting on May 21 cleared up a good deal of work which would otherwise have come before the Executive Committee in June.

The next meeting of Council will be held on the 9th inst., when reports from the Political, Education and Library, Finance, and Thrift and Benefits Committees will be considered, with a view to the drafting of a List of Agenda for the General Congress in January next, to be sent to the Central Guild and Branches for consideration, and the appointment of representatives to the Congress.

CENTRAL GUILD. LONDON SECTIONS.—CALENDAR FOR JULY.

Saturday, July 2. Garden party, to which all members of the Central Guild are invited by Miss Griffiths and Miss Tullis, at Caldecote Towers, Bushey Heath, Herts, 4 p.m. (Miss Baylee has been, unfortunately, prevented from receiving members, and Miss Griffiths and Miss Tullis will kindly welcome all her guests.) The arrangements already made for railway-travelling will hold good.

Saturday, July 9.—Section E. Visit to the Tate Gallery, under the guidance of G. A. Laundy, Esq. Assemble before 2.30 p.m.

Saturday, July 16.—Section E. Visit to Kew Gardens, and tea at St. Cyr, Kew Gardens Road, afterwards, by kind invitation of Mr. and Mme. Fédéreau Nokes.

Section F held a very successful meeting, on June 15, at the Girls' High School, Clapham Common, about a hundred members and friends being present. The visitors were received by Mrs. Woodhouse, the Headmistress, at 7.30, and an exquisitely rendered pianoforte recital was given by Fraulein Froebel. At 8.15 the chair was taken by Professor Hudson; and the Rev. Professor H. C. Shuttleworth, M.A., gave a most interesting and able lecture on "Browning's Studies of Pictures and Painters," which was very much appreciated by the large audience present. A vote of thanks to Professor Shuttleworth was moved by the Rev. J. O. Bevan, and seconded by Miss Brooksbank, and carried unanimously; as was also a similar vote to Mrs. Woodhouse for her kind hospitality, which was proposed by the Rev. Dr. Green, rector of Clapham, and seconded by Miss Wheeler. Members of Section F offered a cordial welcome to Mrs. Woodhouse, who has just joined that section on her removal from Sheffield to Clapham.

BRANCHES.

Glasgow and West of Scotland.—The General Committee of this Branch met in Queen Margaret's College on the evening of Tuesday, June 7. Mr. L. W. Lyde, M.A., Glasgow Academy, President, occupied the chair, and there was a large attendance of members. *Inter alia*, it was agreed, on the motion of Mr. Fitzgerald, the late Secretary, that a cordial vote of thanks be accorded to Mr. H. B. Garrod, General Secretary of the Guild, for his much-appreciated visit to Glasgow, on May 16 and 17, for his excellent address on "Secondary Education," and for his words of wisdom and encouragement to the Branch at a somewhat critical stage in its existence. The question of the representation of the Local Branch on the London Council of the Guild, as recommended by Mr. Garrod, was considered, and it was unanimously agreed that the President should be appointed to represent the interests of the Branch on that Council. Mr. Lyde thanked the Committee for this mark of their confidence, and added that, in the event of his further being appointed a member of the executive, he would do his utmost to perform his duties in that capacity. The appointment of an Education Committee, on the lines recommended by the Central Guild, was then considered, and most favourably entertained. It was resolved, however, that, before taking any definite steps, the Secretary should try to secure the early co-operation in this matter of the various interested educational bodies in the district represented by the Branch. A small committee was appointed to aid him in the matter. A vote of thanks was also agreed to be recorded in the minutes to Miss Galloway, Queen Margaret's College, for her continued interest in the Branch.

The following letter has been forwarded by the Glasgow and West of Scotland Branch to the local Branch of the Educational Institute of Scotland and other bodies in the West of Scotland interested in secondary education:—

"C. of S. Training College,
Glasgow, June 16, 1898.

"DEAR SIR,—I am instructed by the Committee of the above Branch of the Teachers' Guild to write to you on a matter which seems to me to be of pressing educational importance. A Secondary Education Bill for England has already been drafted by the present Government, and is under promise to be introduced later on in the current Session. Considering how great a change such a measure may work upon secondary education in England, and how seriously it may thereafter affect the

best interests of secondary education in Scotland, it has been thought desirable by our Executive that an Education Committee on a wide basis should be formed to watch generally the action of the Government in relation to the organization of secondary education, and make practical suggestions thereupon. Such Committees have already been formed at the instance of the Guild in many districts of England, and from these a free, full, and representative expression of opinion is likely to be obtained on many of the crucial points of the coming Bill—a *præcis* of which, I may add, has been promised by the London Council of the Guild soon after the measure is introduced. The General Council of the Guild has been fortunate enough to secure in this matter the co-operation of the College of Preceptors and other kindred associations, and a large representative Committee of educationists has, accordingly, been formed in the Metropolis. It has, therefore, occurred to our Committee that a similar procedure might be adopted by this Branch of the Guild, in conjunction with you and the other associations with whom I have been instructed to communicate, viz.: the Association of Teachers in Secondary Schools in Glasgow and the West of Scotland and the West of Scotland Association of Secondary Teachers in Public Schools. May I, then, ask you to lay this matter before your Committee, and to let me know at your earliest convenience whether you are prepared to act with us in the formation for the above specified purposes of a joint representative Committee?—I am, &c.,

"DANIEL GEO. MILLER,
"Hon. Sec. Teachers' Guild.

"The Hon. Sec. Glasgow Branch of the
"Educational Institute of Scotland.

"P.S.—The Joint Committee, so formed, need not be confined to active members of the profession, but may include any whose educational knowledge and experience are likely to prove valuable.—D. G. M."

Sheffield.—The Council of the Sheffield Branch are making a new departure in the direction of getting specialists of various kinds to speak to the members on the more prominent questions in which teachers are interested. Among these questions, that of voice production is just now exciting much discussion and controversy, and much interest was taken in a talk on "Voice and Articulation," given in the Lecture Hall of Firth College, on the evening of May 23, by Mr. Bernard Macdonald, M.A., of London (son of Dr. George Macdonald, the well-known novelist), who is an authority on all things pertaining to voice development and training, having made a special study of the matter during the last ten years. There was a good attendance, and Principal Hicks presided. Mr. Macdonald explained that the teaching of voice production simply meant teaching people to use the voice naturally, and so as to get the best and most accurate sounds. Voice production, therefore, simply meant—voice production. And by the term "elocution" he meant, not standing up in a drawing-room and making grimaces and throwing one's arms about, which was mis-called "recitation," but speaking up and speaking well. He pointed out the importance of being able to use one's voice properly, if it was intended to use it professionally; although there was a prevalent idea that there was no such proper use, and that it was impossible to teach voice production. He showed the erroneousness of the popular idea that we "learn" to speak, saying that the way of speaking ordinarily "picked up" was not enough for professional purposes. The three things which went to make up a good voice were: good tone, carrying power, and absence of strain. It was, he said, remarkable how profoundly ignorant most people were of the elementary physiological facts connected with the voice. Explaining the construction of the breathing organs, the lecturer emphasized the importance of taking good deep inhalations, and defined diaphragm breathing and rib, or chest, breathing. He described the vocal cords, the action of which produces the musical sound called the voice. A large part of this interesting explanation was devoted to showing that it was through not using the mouth enough in speaking that people throw so much strain on the voice. The lecturer made good fun out of the popular ignorance of the action of the organs of articulation, telling a story of a Cambridge man who was vastly surprised to be told that he did not swallow under his tongue! His (the lecturer's) conviction that English was the most beautiful of languages made him lay stress upon articulation, because wrong articulation spoiled the most beautiful sounds of which it was capable. If articulation was carefully looked after, the voice would not only be produced correctly, but purity of tone would be kept. The sounds which had the best effect upon the production of the voice were just those which were worst spoken by English-speaking people. The difference in the articulation of the vowel and the consonant was that the former was a sound which passed out perfectly freely, while in pronouncing a consonant there was some obstruction. Although correct articulation had to do specially with the vowel sounds, every consonant indirectly affected the production of the voice, and the more distinct every consonant was made the better the sound would carry, and the less voice need be used in pronouncing words. He went on to show, by way of illustration, the proper way to pronounce some of the vowels which affect the production of the voice most directly, and illustrated the effect of articulation on the voice. It was unnecessary to make grimaces to pronounce properly. The improper articulation of words threw work on the throat which it ought not to do, while proper articulation taught one to attain a good pronunciation.

Studying pronunciation through articulation trained the ear to detect the nice difference of sounds. Mr. Macdonald then explained the formation of the organs necessary to properly pronounce some of the more important vowels and consonants. The lecture, which, besides being most informing, abounded in humorous touches, was closely followed, and Mr. Macdonald at the close was heartily thanked.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—

Presented by F. Storr, Esq.:—*Essays, Mock Essays, and Character Sketches* (Reprinted from the *Journal of Education*); *Boyhood: A Plea for Continuity in Education*, by Ennis Richmond; *Teaching and Organization*, edited by P. A. Barnett; *Uppingham School Roll, 1824-94*; *Atlas of Classical Portraits (Roman)*, with brief descriptive Commentary, by W. H. D. Rouse; *Ditto Greek*.

Presented by the Authors:—*Dental Hygiene*, by the Rev. J. O. Bevan (pamphlet); *The Reformed Reading Primer, Book I.*, by R. W. Leftwich.

Presented by Miss M. E. Burt:—*Odysseus, the Hero of Ithaca*, by M. E. Burt and Z. A. Ragozin; *The Eugene Field Book*, edited by M. E. Burt and M. B. Cable.

Presented by Messrs. A. & C. Black:—*Introduction to Algebra*, for Secondary and Technical Schools, by G. Chrystal.

Presented by Messrs. Wm. Blackwood & Sons:—*English Prose for Junior and Senior Classes*, by J. L. Robertson, Part I.

Presented by Messrs. G. Bell & Sons:—*Goldsmith's The Deserted Village*, edited by Rev. A. E. Woodward.

Presented by the Syndics of the Cambridge University Press:—*The Cambridge Bible, Isaiah, Chapters xl.-lxvi.*, edited by J. Skinner; *Letters of Cicero to Atticus, Book II.*, edited by A. Pretor; *Gray's English Poems*, edited by D. C. Tovey (2 copies).

Presented by Messrs. Longmans, Green, & Co.:—*Elementary Practical Zoology*, by F. E. Beddard.

Presented by the University Correspondence College Press:—*Text-Book of Zoology*, by H. G. Wells and A. M. Davies; *French Prose Composition*, by E. Weekley; *Cicero, In Catilinam I.*, edited by T. T. Jeffery and T. R. Mills; *Homer's Iliad, Book XXIV.*, edited by J. H. Haydon.

Purchased:—*The Elements of General Method based on the Principles of Herbart*, by Chas. A. McMurtry, Ph.D.

PUBLICATIONS RECEIVED.

ALLMAN & SON.—*Arithmetic (Junior Students)*. By William Davidson, B.A., and Joseph Crosby Alcock. Price 1s.

AMERICAN BOOK CO.—*Natural Advanced Geography*. By Jacques W. Redway, F.R.G.S., and Russell Hinman. Price \$1.25.

EDWARD ARNOLD.—*Cæsar's Gallic War* (Allen and Greenough's Edition). Edited by James B. Greenough, Benjamin L. D'Ooge, and M. Grant Daniell. Price 6s.—*An Advanced Arithmetic for High Schools*. By G. A. Wentworth, A.M. Price 4s. 6d.

GEORGE BELL & SONS.—*The Dance of Death*. By Hans Holbein. With an Introductory Note by Austin Dobson. Price 2s. 6d. net.—*The Church of St. Martin, Canterbury: an Illustrated Account of its History and Fabric*. By the Rev. C. F. Routledge, M.A., F.S.A. Price 1s. 6d.—*Res Græca: being Brief Aids to the History, Geography, Literature, and Antiquities of Ancient Greece*, with Maps and Plans. By Edward P. Coleridge, B.A. Price 5s.

ADAM & CHARLES BLACK.—*Introduction to Algebra, for the Use of Secondary Schools and Technical Colleges*. By G. Chrystal, M.A., LL.D. Price 5s.

WILLIAM BLACKWOOD & SONS.—*Greek Unseen*, for the use of Higher Forms and University Students. Compiled, with Introductory Hints on Translation, by H. W. Auden, M.A. Price 2s. 6d.—*Higher Latin Prose*. By H. W. Auden, M.A. Price 2s. 6d.—*Foreign Classics for English Readers: Dante*, by Mrs. Oliphant; *Voltaire*, by General Sir Edward Hamley, K.C.B. Price 1s. each.—*English Prose for Junior and Senior Classes*. By J. Logie Robertson, M.A. Part I. Price 2s. 6d.

CAMBRIDGE UNIVERSITY PRESS.—*Michel de Montaigne: a Biographical Study*. By M. E. Lowndes. Price 6s.—*Letters of Cicero to Atticus*. Book II. Edited by Alfred Pretor, M.A. Price 3s.—*Gray's English Poems*, Original and Translated from the Norse and Welsh. Edited, with Introduction and Notes, by D. C. Tovey, M.A. Price 4s.

CASSILL & CO.—*The History of Music*. By Emil Naumann. Edited by the Rev. Sir F. A. Gore Ouseley, M.A., Mus. Doc. Part I. Price 6d.—*Treasure Island*. By Robert Louis Stevenson. Illustrated. Price 6d.—*Cassell's Guide to London*. With Ten Plans and Numerous Illustrations. Price 6d.—*Blackboard Drawings*. By W. E. Sparkes. With Fifty-two full-page Illustrations by the Author. Price 5s.

W. & R. CHAMBERS.—*Chambers's Graded Arithmetic. Standard IV.* Price 2d.—*Chambers's Graded Arithmetic. Standard III.* Price 2d.—*The Reign of Queen Victoria*. Price 3d.—W. E. Gladstone: a Souvenir. Reprinted from Chambers's Encyclopedia.

W. COLLINS, SONS, & CO.—*The Graphic Trios. Words by H. E. Turner, Music by A. Longhurst and G. G. Lewis*. Price 6d.

EDUCATIONAL SUPPLY ASSOCIATION.—*French in Three Months (Ch. Damiens' System)*. Revised Edition. Price 1s.

GEORGE GILL & SONS.—*The School and College St. Luke*. By the Rev. F. Marshall, M.A. Price 1s. 6d.

CHARLES GRIFFIN & CO.—*The Making of a Daisy; "Wheat out of Lilies"*; and other Studies in Plant-Life and Evolution: a Popular Introduction to Botany. By Eleanor Hughes-Gibb. With Illustrations. Price 2s. 6d.

P. S. KING & SON.—*Translations and Reprints from the Original Sources of European History. The Canons of the First Four General Councils: Nicea, Constantinople, Ephesus, and Chalcedon*. Edited by Edwin Knox Mitchell, D.D. Price 20 cents.

(Continued on page 430.)

MACMILLAN & CO.'S LIST OF BOOKS SUITABLE FOR PRIZES.

ANTIQUITIES.

- A Handbook of Greek Sculpture.** By ERNEST A. GARDNER, M.A., formerly Director of the British School at Athens. Extra crown 8vo. Parts I. and II., 5s. each. Complete in One Vol., 10s.
- A History of Greek Art.** With an Introductory Chapter on Art in Egypt and Mesopotamia. By F. B. TARBELL. Extra crown 8vo, 6s.
- Atlas of Classical Antiquities.** By TH. SCHREIBER. Edited by Prof. W. C. F. ANDERSON. 4to, 21s. net.
- The City State of the Greeks and Romans: a Survey** Introductory to the Study of Ancient History. By W. WARDE FOWLER, M.A. Crown 8vo, 5s.
- A Companion to School Classics.** By JAMES GOW, M.A., Litt.D. Illustrated. Third Edition. Crown 8vo, 6s.
- Rambles and Studies in Greece.** By Rev. J. P. MAHAFFY, D.D. With Illustrations. New Edition. With a Map. Crown 8vo, 10s. 6d.

ART.

- Some Hints on Learning to Draw.** Containing Examples from Leighton, Watts, Poynter, &c. By G. W. C. HUTCHINSON, Art Master at Clifton College. Super royal 8vo, 8s. 6d.
- Art Anatomy of Animals.** By ERNEST E. S. THOMPSON. Illustrated. 4to, 30s. net.

ASTRONOMY.

- A Study of the Sky.** By A. HOWE, Professor of Astronomy, University of Denver. With Illustrations. Extra crown 8vo, 6s.
- Popular Astronomy.** By Prof. SIMON NEWCOMB. With 112 Engravings and Maps of the Stars. Second Edition. 8vo, 48s.
- Pioneers of Science.** By Prof. OLIVER LODGE, F.R.S. Extra crown 8vo, 7s. 6d.
- Contains Lives of Copernicus, Tycho Brahe, Kepler, Galileo, Descartes, Newton, Roemer, Bradley, Lagrange, Laplace, Herschel, and Bessel.

BIOGRAPHY.

- Boswell's Life of Johnson.** Edited, with an Introduction, by MOWERAY MORRIS. Globe 8vo, 3s. 6d.
- The Life and Times of St. Bernard.** By J. COTTER MORISON, M.A. Crown 8vo, 6s.
- St. Anselm.** By R. W. CHURCH. Globe 8vo, 5s.
- Francis of Assisi.** By Mrs. OLIPHANT. Crown 8vo, 6s.
- Alfred the Great.** By THOMAS HUGHES. Crown 8vo, 6s.

HISTORY.

- A Short History of the English People.** By JOHN RICHARD GREEN, LL.D. With Maps and Tables. Crown 8vo, 8s. 6d.
- Reminiscences of the Great Mutiny, 1857-8-9.** By WILLIAM FORBES MITCHELL, late Sergeant 93rd Sutherland Highlanders. Crown 8vo, 3s. 6d.
- Cawnpore.** By Sir GEO. OTTO TREVELYAN. Crown 8vo, 6s.
- The Expansion of England.** Two Courses of Lectures. By Sir J. R. SEELEY, M.A. Globe 8vo, 5s.
- The Chronicles of Froissart.** Translated by Lord BERNERS. Edited by G. C. MACAULAY, M.A. In Extra Gilt Binding. Crown 8vo, 2s. 6d.
- The Relief of Chitral.** By Captain G. J. YOUNGHUSBAND and Captain FRANK E. YOUNGHUSBAND, C.I.E. With Map and Illustrations. Fourth Thousand. 8s. 6d. net.

MISCELLANEOUS WORKS.

- The Growth and Influence of Classical Greek Poetry.** Lectures delivered in 1891 on the Percy Turnbull Memorial Foundation in the Johns Hopkins University. By R. C. JERR, Litt.D., LL.D. Crown 8vo, 7s. net.
- Latin Poetry.** Lectures delivered in 1893 on the Percy Turnbull Memorial Foundation in the Johns Hopkins University. By R. Y. TYRRELL, Regius Professor of Greek in the University of Dublin. Crown 8vo, 7s. net.
- Greek Studies.** A Series of Essays. By WALTER H. PATER, M.A. 8vo, 10s. 6d.
- Aspects of the Greek Genius.** By Prof. S. H. BUTCHER, Litt.D. Crown 8vo, 7s. net.
- Essays in Criticism.** By MATTHEW ARNOLD. Globe 8vo, 5s.
- Essays in Criticism.** Second Series. By MATTHEW ARNOLD. Globe 8vo, 5s.
- Walks, Talks, Travels, and Exploits of Two Schoolboys.** A Book for Boys. By Rev. J. C. ATKINSON. With Illustrations. New Edition. In Extra Gilt Binding. Crown 8vo, 2s. 6d.
- Playhours and Half-Holidays; or, Further Experiences of Two Schoolboys.** By Rev. J. C. ATKINSON. New Edition. Illustrated by COLEMAN. In Extra Gilt Binding. Crown 8vo, 2s. 6d.
- God's Garden: Sunday Talks with Boys.** By the Rev. W. J. FOXELL, M.A., B.Mus. Lond., Minor Canon of Canterbury Cathedral. With an Introduction by Dean FARRAR. Globe 8vo, 3s. 6d.
- In a Plain Path.** Addresses to Boys. By the Rev. W. J. FOXELL, M.A. Lond., Minor Canon of Canterbury Cathedral. Globe 8vo, 3s. 6d.

NATURAL HISTORY.

- Cambridge Natural History.** Edited by S. F. HARMER, M.A., and A. E. SHIPLEY, M.A. Illustrated. 8vo.
- Worms, Rotifers, and Polyzoa.** By F. W. GAMBLE, M.Sc., Miss L. SHELDON, A. E. SHIPLEY, M.A., M. M. HARTOG, M.A., W. B. BENHAM, D.Sc., F. O. BEDDARD, M.A., and S. F. HARMER, M.A. 17s. net.
- Molluscs and Brachiopods.** By the Rev. A. H. COOKE, M.A., A. E. SHIPLEY, M.A., and F. R. C. REED, M.A. 17s. net.
- Peripatus.** By A. SEDGWICK, M.A. **Myriapods.** By F. G. SINCLAIR, M.A. **Insects, Part I.** By D. SHARP, M.A., F.R.S. 17s. net.
- Essays on Museums and other Subjects connected with Natural History.** By Sir WILLIAM HENRY FLOWER, K.C.B., D.C.L., D.Sc., LL.D., &c. Demy 8vo, 12s. net.
- Short Studies in Nature Knowledge.** By WILLIAM GEE. With Illustrations. Globe 8vo, 3s. 6d.
- Tales of the Birds.** By W. WARDE FOWLER. Illustrated. Crown 8vo, 3s. 6d.
- A Year with the Birds.** By W. WARDE FOWLER. Illustrated. Crown 8vo, 3s. 6d.
- Summer Studies of Birds and Books.** By W. WARDE FOWLER, M.A. Crown 8vo, 6s.
- Glaucus; or, the Wonders of the Sea-Shore.** By CHAS. KINGSLEY. With Coloured Illustrations. Crown 8vo, 3s. 6d. Presentation Edition, crown 8vo, extra cloth, 7s. 6d.
- The Malay Archipelago: the Land of the Orang Utang and the Bird of Paradise.** By ALFRED RUSSEL WALLACE. Maps and Illustrations. Extra crown 8vo, 6s.
- Darwinism: an Exposition of the Theory of Natural Selection, with some of its applications.** By ALFRED RUSSEL WALLACE, LL.D., F.L.S. With Maps and Illustrations. Extra crown 8vo, 9s.
- Natural History and Antiquities of Selborne.** By GILBERT WHITE. Edited by FRANK BUCKLAND. Crown 8vo, 6s.
- Wild Beasts and their Ways.** By Sir SAMUEL BAKER. Extra crown 8vo, 12s. 6d.
- The Natural History of Aquatic Insects.** By L. C. MIALI, F.R.S. Crown 8vo, 6s.
- Round the Year: Short Nature Studies.** By Prof. L. C. MIALI. Crown 8vo, 5s.
- The Structure and Life of Birds.** By F. W. HEADLEY. Extra crown 8vo, 7s. 6d.
- Handbook of British Lepidoptera.** By E. MEYRICK. Extra crown 8vo, 10s. 6d. net.

POETRY.

- Arnold.—Complete Poetical Works.** Crown 8vo, 7s. 6d.
- Chaucer.—The Works of Geoffrey Chaucer.** Edited by ALFRED W. POLLARD, H. FRANK HEATH, MARK H. LIDDELL, W. S. MCCORMICK. Crown 8vo, full gilt back and tops, 4s. 6d.
- Cowper.—Poetical Works.** Edited by Rev. W. BENHAM, B.D. In Extra Gilt Binding. Crown 8vo, 2s. 6d.
- Goldsmith.—Miscellaneous Works.** Edited by Prof. MASSON. In Extra Gilt Binding. Crown 8vo, 2s. 6d.
- Lowell.—Complete Poetical Works.** With Introduction by THOMAS HUGHES. Crown 8vo, 7s. 6d.
- Milton.—Poetical Works.** Edited by DAVID MASSON, M.A., LL.D. In Three Vols. Vol. I.: THE MINOR POEMS. Vol. II.: PARADISE LOST. Vol. III.: PARADISE REGAINED and SAMSON AGONISTES. Globe 8vo, 15s.
- **Poetical Works.** With Introductions by DAVID MASSON, M.A., LL.D. In Extra Gilt Binding. Crown 8vo, 2s. 6d.
- Scott.—Poetical Works.** Edited by Prof. F. T. PALGRAVE. In Extra Gilt Binding. Crown 8vo, 2s. 6d.
- Shakespeare.—Complete Works.** Edited by W. G. CLARK and W. A. WRIGHT. In Extra Gilt Binding. Crown 8vo, 2s. 6d.
- **The Victoria Edition.** In Three Vols. Comedies. Histories. Tragedies. Crown 8vo, 4s. 6d. each.
- Spenser.—Complete Works.** Edited by R. MORRIS. With Memoir by J. W. HALES, M.A. In Extra Gilt Binding. Crown 8vo, 2s. 6d.
- Tennyson.—Complete Works.** New and Enlarged Edition. With a Portrait. Crown 8vo, 7s. 6d.
- Wordsworth.—Complete Poetical Works.** With Introduction by JOHN MORLEY. Crown 8vo, 7s. 6d.
- The English Poets.** Selections, with Critical Introductions by various writers, and a General Introduction by MATTHEW ARNOLD. Edited by THOMAS HUMPHRY WARD, M.A., late Fellow of Brasenose College, Oxford. Crown 8vo. Vol. I.: CHAUCER TO DONNE. 7s. 6d. Vol. II.: BEN JONSON TO DRYDEN. 7s. 6d. Vol. III.: ADDISON TO BLAKE. 7s. 6d. Vol. IV.: WORDSWORTH TO TENNYSON. 3s. 6d.

TRANSLATIONS.

- The Odyssey of Homer.** Done into English Prose by S. H. BUTCHER, M.A., and A. LANG, M.A. With a Plate. Crown 8vo, 7s. 6d. net.
- The Iliad of Homer.** Done into English Prose by ANDREW LANG, M.A.; WALTER LEAF, Litt.D.; and ERNEST MYERS, M.A. Crown 8vo, 12s. 6d.
- The Republic of Plato.** Translated into English by J. LERWELYN DAVIES, M.A., and D. J. VAUGHAN, M.A. Pott 8vo, 2s. 6d. net.
- The Trial and Death of Socrates: being the Euthyphron, Apology, Crito, and Phaedo of Plato.** Translated by F. J. CHURCH. Pott 8vo, 2s. 6d. net.
- The Phaedrus, Lysis, and Protagoras of Plato.** A New and Literal Translation. By J. WRIGHT, M.A. Pott 8vo, 2s. 6d. net.
- Theocritus, Bion, and Moschus.** Rendered into English Prose by ANDREW LANG. Pott 8vo, 2s. 6d. net.

MACMILLAN & CO., LIMITED, LONDON.

- LONGMANS, GREEN, & Co.—Longmans' Grammar and Composition. Price 1s. 6d.
—Discernenda: Latin Words liable to be confounded. By Frank Ritchie, M.A. Price 9d.—Longmans' Preparatory Arithmetic. By T. H. Bertenshaw, B.A., B.Mus. Price 1s.—Manual of Instructions, with Diagrams, on the Cutting-out of Undergarments. By Bertha Banner. Price 1d.
- ANDREW MELROSE.—Our Living Generals. By Arthur Temple. With Portraits, price 3s. 6d.
- METHUEN & Co.—Methuen's Test Cards in Mathematics. Stages I., II., and III., price 1s. each.—The Imitation of Christ; called also The Ecclesiastical Music. A Revised Translation, Notes, and Introduction by C. Bigg, D.D. Price 2s.
- MCDONNELL'S EDUCATIONAL CO.—The Principles of Arithmetic. By an Inspector of Schools. Price 3s. 6d.—The Waverley Historical Reader. Book II. Price 10d.—The Ludgate Algebra Test Books, Nos. II. and III. Price 2d. each.
- MACMILLAN & Co.—The Romanes Lecture, 1898: Types of Scenery and their Influence on Literature. By Sir Archibald Geikie, D.C.L., F.R.S. Price 2s. net.—The American Historical Review, —Lectures on the Geometry of Position. By Theodor Reye. Translated and Edited by Thomas F. Holgate, M.A., Ph.D. Part I. Price 10s. net.—Advanced Examination Papers in Book-keeping. With Notes by J. Thornton. Price 1s.—Lessons in Domestic Science. Part I. By Ethel R. Lush. Price 6d.—Poets' Walk: an Introduction to English Poetry. Chosen and arranged by Mowbray Morris. New and Revised Edition. Price 2s. 6d. net.—The Economic Journal, for June. Price 5s. net.
- THOMAS NELSON & SONS.—The St. George History Readers. Book VII.: A History of Great Britain and Ireland from the Union of the Crowns. By G. W. Prothero, M.A., Litt.D. Price 1s. 10d.
- DAVID NUTT.—Hamlet in Iceland: being the Icelandic Romantic Ambales Saga. Edited and Translated, with Extracts from five Ambales Rimur and other Illustrative Texts, for the most part now first printed, and an Introductory Essay, by Israel Gollancz, M.A. Price 15s. net.
- C. ARTHUR PEARSON & Co.—The Mistakes We Make. Compiled by C. E. Clark. Price 1s. 6d.
- GEORGE PHILIP & SON.—Philips' Semi-Upright Copy-Books. Nos. 7A, 8A, 10A. Price 2d. each.
- SIR ISAAC PITMAN & SONS.—The Reformed Reading Primer: a Stepping-Stone to Ordinary Print. First Book. By Ralph Warrington Leftwich, M.D. Price 6d.
- RELIFE BROTHERS.—Summary of English History. By Arthur Wood. Price 1s.—New Decimal Coinage. Fully explained, with Reference Tables of Exchange. By J. Lingham Lees, B.A. Price 3d.
- GRANT RICHARDS.—Logic, Deductive and Inductive. By Carveth Read, M.A. Price 6s.
- SEELEY & Co.—The Hope of Immortality: an Essay incorporating the Lectures delivered before the University of Cambridge upon the Foundation of the Rev. John Hulse, in the Michaelmas Term, 1897, and the Lent Term, 1898. By the Rev. J. E. C. Welldon. Price 6s.
- SWAN SONNENSCHNEN & Co.—Footsteps in Human Progress, Secular and Religious: a Series of Letters to a Friend. By James Samuelson. Price 2s. 6d.—In Goodly Company. By Frances E. Cooke. Price 1s.—Practical Plant Physiology. By Dr. W. Detmer. Translated from the Second German Edition by S. A. Moor, M.A., F.L.S. With 184 Illustrations. Price 12s.—The Wonderful Century: its Successes and its Failures. By Alfred Russel Wallace. Price 7s. 6d.
- ELLIOT STOCK.—Notes on the Gospel of St. Mark for Junior Classes. By E. J. Moore Smith. With Maps and Illustrations. Price 1s. 6d.
- T. THOMSON.—Knowledge, for June. Price 6d.
- UNIVERSITY CORRESPONDENCE COLLEGE PRESS.—French Prose Composition. By Ernest Weekley, M.A. Price 3s. 6d.—Cicero: In Catilinam I. Edited by T. T. Jeffery, M.A., and T. R. Mills, M.A. Price 1s. 6d.—Homer: Iliad, Book XXIV. Edited by J. H. Haydon, M.A. Price 3s. 6d.—Practical Organic Chemistry, for the Elementary and Advanced Examinations of the Science and Art Department. By George George, F.C.S. Price 1s. 6d.—Demosthenes: *Medias*. A Translation. With Test Papers. By W. J. Woodhouse, M.A. Price 3s. 6d.—Text-Book of Zoology. By H. G. Wells, B.Sc., F.Z.S., F.C.P. Price 6s. 6d.
- WARD, LOCK, & Co.—The Life of the Right Honourable William Ewart Gladstone, D.C.L., &c. By George Barnett Smith. New Edition. Price 5s.

PRIZE COMPETITIONS.

The Translation Prize for June is awarded to "Emeritus."

The Extra Prize for June is awarded to "Emeritus" (i.).

The winner of the Extra Prize for March is Miss H. Smith, 34 Russell Road, W.

The winner of the Translation Prize for May is Miss Tarver, The Bungalow, Old Bushey, Herts.

The winner of the Extra Prize for May is Miss G. Masson, 36 Corniston Drive, Morningside, Edinburgh.

ALLES STILLE!

Alles stille! Nur zuweilen
Geht ein Flüstern durch die Wogen;
Und wenn sich die Wolken theilen,
Grüsst ein Stern vom Himmelsbogen.

Unverständ'ner Gruss!—Verstohlen
Weht der Nachtwind durch die Weiden,
Wie ein tiefes Athemholen,
Wie ein letzter Ruf beim Scheiden.

Und Gestalten, die mein Sehnen
Schafft, gehn vor mir auf und nieder,
Und ich grüsse sie durch Thänen,
Und sie grüssen also wieder.

Und sie lächeln und enteilen
Spurlos, wie sie hergezogen.
Alles stille! Nur zuweilen
Geht ein Flüstern durch die Wogen.

By "EMERITUS."

All is hushed! A moment only
Sweeps a shiver o'er the mere;
Through some cloud-rift shining lonely
Heaven's high star sends greeting here.
Greeting strange! The night-wind sighing
Creeps to stir the willow grove,
Deep as last breath of the dying,
Faint as far farewell of love.
Lost and longed for, phantoms fleeting,
Rise and fall in spectral train;
Through my tears I give them greeting,
And they greet me back again—
Smile and pass, to leave me lonely;
Faded untraced as they appear.
All is hushed! A moment only
Sweeps a shiver o'er the mere.

We classify the 127 versions received as follows:—

First Class.—Marama, W.W.W., Pamphylax, Charmed and Baffled, E.M.M., E.H.O., Hesperus, Fylton, G., Hapless One, H.L.C., *χρυσίων χάλκεια*.

Second Class.—Yglesia, Gänselesel, Whisper, M.T.T., Instar Omnium, Stonebridge, D.C.B., R.F.F., A.M.C., Hoc facto, Chile, Borealis, Pomegranate, Pea-shooter, A Speckled Bird, Nellie Grey, Tips, A.R., Ebba, L.N.S., Jan, No. 2, Ryber, Etak, 100,000, James, Gee, N.M.C., Musca, Peblig, Jeanne, Late and Luckless.

Third Class.—E.W.L., Guizot, Pascarel, A.E.A., Austral, Gorey, Rustic, Poeta, Etlow, Miranda, Bettws-y-coed, Silly Suffolk, Amstel, Nazianzen, Trio, E.W.P., Simplicitas, Radical, Castlerigg, X.Y.Z., Ehrsucht, Ekkehard, Reato, West View, Nichts desto weniger, Eicarg, Auntie Mi, E.M.J., Maro, Verax, W.S.M., Rutlish, Roseane, Stamford.

Fourth Class.—Rolf, Ingleside, Sarah, L.A.M., G.K.McB., I.M.V.S., Lady Babbie, Bellary, Sweet Briar, Magdalen College, Erin, Marie, Benan, Waldteufel, Stuart, Oro, Zigeunerin, Shepherdess, E.B.F.S., Nil Desperandum, X.Y.Z. (West Dulwich), Hawkstone Meads, Wilhelmshöhe, Inclli, Backfish, Agnes Bernauer, Port Royal, Noblesse oblige.

Fifth Class.—Duncric, Hoy, Magyar, H.Y.T.S., Presumption, Anti-climax, E.P., Fatma, Clare, O tempora, Halma, Miss, Yea, Pill, M.O., Prat, Spill, Guild, Dulcken, Vale, Ind.

This month, instead of a critique, we give four alternative versions. They seem to show the wisdom of abandoning one pair of the double rimes.

By the PRIZE EDITOR.

All is silent, save a fleeting
Plash of ripples borne afar;
And from out a cloud-rift greeting
Gleams a solitary star.
Mystic gleam! The night-wind sighing
Steals to kiss the willows pale,
Sad as farewell of the dying
Or the mourner's low long wail.
Visions conjured up by yearning
Come and go, a shadowy train;
Through my tears I greet them, turning
Lips to lips that greet again.
But they smile, and fly my greeting.
Phantom forms they were and are.
All is silent, save a fleeting
Plash of ripples borne afar.

By "MARAMA."

All is silent! Only a murmur
Over the waters fleeting by,
Now and again, when the clouds are parted,
Greets a star from the vaulted sky.
Oh, that greeting uncomprehended!
Over the pastures the night-wind stole,
Like the deep-drawn breath when a life is ended,
Like the last faint cry of a parting soul.
Phantom figures, fashioned of yearning,
Hover before me to and fro;
And I greet them through tear-drops burning;
Thus they greet me again and go.
For they smile, and hurrying onwards
Leave no trace—as they came they die.
All is silent! Save for a murmur
Over the waters fleeting by.

(Continued on page 432.)

MR. MURRAY'S LIST OF BOOKS FOR PRIZES.

* * In presenting this List, Mr. Murray would remind intending purchasers that these books may be ordered through any bookseller, and that copies are always kept "in sheets," so that they may be bound as desired.

TWO SHILLINGS AND SIXPENCE EACH.

THE ONLY COMPLETE AND AUTHORIZED EDITION OF THE
WORKS OF GEORGE BORROW.

1. **The Bible in Spain.** With Portrait.
2. **The Zincali:** an Account of the Gypsies of Spain.
3. **Lavengro:** the Scholar, the Gypsy, and the Priest.
4. **The Romany Rye:** a Sequel to Lavengro.
5. **Wild Wales:** its People, Language, and Scenery.

Æsop's Fables. A New Version. By Rev. THOMAS JAMES. With 100 Woodcuts by TENNIEL and WOLFE.

TWO POPULAR WORKS BY H. C. BARKLEY.

My Boyhood: a Story-Book for Boys. With Illustrations. Crown 8vo.

Studies of the Art of Rat-Catching.

"Should the reader know of a schoolboy fond of ratting, the proud possessor, possibly, of a sharp terrier, and, maybe, of a few ferrets, and wish to bestow a present upon him, the memory of which would last throughout his life, we could not do better than advise him to spend half-a-crown in the purchase of this most pleasantly written book, and bestow it upon him."—*The Field*.

THREE SHILLINGS AND SIXPENCE EACH.

DR. SMILES' WORKS.

Self-Help. Character. Thrift. Duty.

Jasmin: Barber, Poet, Philanthropist.

Industrial Biography; or, Iron Workers and Tool Makers. Frontispiece.

Life of a Scotch Naturalist: Thomas Edward, Shoemaker of Banff. With Portrait and Illustrations.

Men of Invention and Industry.

The Autobiography of James Nasmyth. Edited by SAMUEL SMILES, LL.D. Popular Edition. With Portrait and Woodcuts.

Darwin's Voyage of a Naturalist Round the World. The Story of the Battle of Waterloo. By Rev. G. R. GLEIG.

Deeds of Naval Daring; or, Anecdotes of the British Navy. By EDWARD GIFFARD.

Dean Stanley's Bible in the Holy Land.

FIVE SHILLINGS EACH.

Princess Alice's Letters to H.M. the Queen. With Memoir by H.R.H. Princess CHRISTIAN. With Portrait.

Old Deccan Days; or, Hindoo Fairy Legends. Collected from Oral Tradition. By M. FRERE. With Introduction by the late Sir BARTLE FRERE, Bart. Fourth Edition. With 50 Illustrations.

Sir W. Napier's English Battles and Sieges in the Peninsular War. Portrait.

SIX SHILLINGS EACH.

Dean Stanley's History of the Jewish Church. With Portrait and Maps. 3 vols.

Dean Stanley's History of the Eastern Church. Maps.

Darwin's Origin of Species.

Benedicite: or, The Song of the Three Children. Being Illustrations of the Power, Beneficence, and Design manifested by the Creator in His Works. By G. C. CHILD CHAPLIN.

Personal Life of Dr. Livingstone. By W. G. BLAIRIE. Portrait and Map.

Letters of Lady Burghersh. From Germany and France during the Campaign of 1813-14. Edited by her Daughter, Lady ROSE WEAIGALL. Portraits.

SEVEN SHILLINGS AND SIXPENCE EACH.

Darwin's Descent of Man. Woodcuts. Crown 8vo.

Sir Henry Layard's Nineveh and its Remains: A Popular Account of Researches and Discoveries at Nineveh, 1845-47. With numerous Illustrations.

Sir Henry Layard's Nineveh and Babylon: a Popular Narrative of a Second Expedition to Assyria, 1849-51. With Illustrations.

Smiles's Lives of the Engineers. Comprising a History of the Steam Engine and the Locomotive. 5 vols. I. Vermuyden, Myddelton, Perry, Brindley. II. Smeaton and Rennie. III. Metcalfe and Telford. IV. Boulton and Watt. V. George and Robert Stephenson. With Portraits and 340 Woodcuts. Crown 8vo. 7s. 6d. each.

SEVEN SHILLINGS AND SIXPENCE EACH—continued.

Running the Blockade: a Personal Narrative of Adventures, Risks, and Escapes during the American Civil War. By THOMAS E. TAYLOR. With an Introduction by JULIAN CORBETT. Illustrations by R. T. PRITCHETT, and Maps. Crown 8vo.

Records of a Naturalist on the Amazon during Eleven Years' Adventure and Travel. By H. W. BATES. Illustrations.

Letters from High Latitudes: a Yacht Voyage to Iceland, Jan Mayen, and Spitzbergen. By Lord DUFFERIN. Woodcuts.

Dr. Livingstone's Popular Account of his First Expedition to Africa, 1840-56. Illustrations.

Dr. Livingstone's Second Expedition to Africa, 1858-64. Illustrations.

Du Chaillu's Adventures in the Great Forest of Equatorial Africa and the Country of the Dwarfs. With 90 Illustrations.

A Wandering Scholar in the Levant. By DAVID G. HOGARTH, Fellow of Magdalen College, Oxford. With Map and Illustrations. Second Edition. Crown 8vo.

Narrative of the Discovery of the Fate of Sir John Franklin and his Companions in the Arctic Seas. By Admiral Sir J. MCCLINTOCK. Illustrations.

Twelve Indian Statesmen. Charles Grant, Sir Henry Lawrence, John (Lord) Lawrence, Sir James Outram, Sir Donald M'Leod, Sir Henry Marion Durand, Lieutenant-General Colin Mackenzie, Sir Herbert Edwards, John Clark Marsham, Sir Henry Maine, Sir Henry Ramsay, Sir Charles U. Aitchison. By Dr. GEORGE SMITH, C.I.E. Crown 8vo. With Portrait. [Nearly ready.]

MISS BIRD'S TRAVELS.

Six Months in the Sandwich Islands, among the Palm Groves, Coral Reefs, and Volcanoes. By ISABELLA L. BIRD (Mrs. Bishop). Illustrations.

Unbeaten Tracks in Japan. Travels in the Interior of Japan. By ISABELLA L. BIRD (Mrs. Bishop). Illustrations.

Life of Charles Darwin. Edited by his Son, FRANCIS DARWIN. New and Popular Edition. Illustrations.

TEN SHILLINGS AND SIXPENCE EACH.

Eileen's Journey. A Fairy Tale for Children and Young Readers. By ERNEST ARTHUR JELF. With Illustrations. Crown 8vo.

"We cannot imagine a more welcome gift to an intelligent child of any age between ten and sixteen (and we would not exclude many much older children from a pleasant charm) than Mr. Jelf's fancy journey into the past centuries of history."—*Guardian*.

TWELVE SHILLINGS EACH.

Lives of the Early Italian Painters, and the Progress of Painting in Italy. By Mrs. JAMESON. With 50 Portraits.

Wild Sports and Natural History of the Highlands of Scotland. By CHARLES ST. JOHN. New and beautifully illustrated Edition. With Notes, a Memoir, and Portrait of the Author. Edited by the Rev. M. W. WATKINS.

Boswell's Life of Samuel Johnson, LL.D. Including the Tour to the Hebrides. Edited by Mr. CROKER. Seventh Edition. Portraits. 1 vol.

FOURTEEN SHILLINGS AND UPWARDS.

Life of John Nicholson. By Captain LIONEL TROTTER. With Portraits and Map. 8vo, 16s.

Historical Memorials of Westminster Abbey, from its Foundation to the Present Time. By Dean STANLEY. Illustrated. 15s.

Burgon's Lives of Twelve Good Men. By JOHN W. BURGON, D.D., late Dean of Chichester. A New Edition. With Portraits. 8vo, 16s.

The Life of Admiral Sir John Franklin. Based on Private and hitherto Unpublished Documents. By H. D. TRAILL. With Maps and Portraits. 8vo, 16s.

A Naturalist's Voyage Round the World in H.M.S. "Beagle." By CHARLES DARWIN, F.R.S. With Views of the Places and Animals described, by R. T. PRITCHETT. With Maps and 100 Illustrations. 21s.

Five Years in Siam. By H. WARINGTON SMYTH. A most interesting book of travel, full of information, with numerous Illustrations and Maps. 2 vols. 24s.

Lights and Shades of Indian Hill Life in the Afghan and Hindu Highlands. A Contrast. By F. ST. J. GORE, B.A., Magdalen College, Oxford. Beautifully illustrated with 72 full-page Reproductions of Photographs taken by the Author, Illustrations in Text, and Maps. Medium 8vo, 31s. 6d.

ILLUSTRATED CATALOGUE SENT POST FREE ON APPLICATION.

JOHN MURRAY, ALBEMARLE STREET.

By "E.H.O."

All is still ! A lisping ripple only
 Now and then across the waters races ;
 And, where'er the cloudwrack parts, a lonely
 Star sends greeting through the sky's blue spaces.
 Ah, unreded greeting ! Lightly stealing,
 Where the willows weep, the night-wind hovers ;
 Like a deep-drawn sigh of fervent feeling,
 Like a farewell cry of parted lovers.
 Children of my fancy, and as fleeting ;
 Wheresoe'er I turn dream-faces meet me ;
 Through a rain of tears I give them greeting,
 And, methinks, in turn they also greet me.
 And they smile on me, and leave me lonely ;
 Vanish, as they came, to unknown places.
 All is still ! A lisping ripple only
 Now and then across the waters races.

EXTRA PRIZE.

By "E.H.O."

Within her heart, where England shrines her great,
 We lay our greatest helmsman of the State :
 For freedom and his fellow men he wrought,
 And in the fear of God their battle fought.
 A man of single heart, his only aim
 To serve * this land we love ; he leaves a name
 That long shall live among the good and brave,
 † For whom the whole world is their glorious grave.

* Farewell words at Bournemouth.

† ἀνδρῶν ἐπιφανῶν πᾶσα γῆ τάφος.

By "EMERITUS" (i.).

So towers the topmost peak, whose heart of fire
 Mellowed each slope of serviceable grain
 And purple vineyard ; yet, with molten ire
 Shrivelling some pampered city of the plain,
 Quelled caiff foemen of the enfranchised world,
 Marauders or malingerers of a day.
 He sleeps. The mountain's oriflamme is furled ;
 God's sunset gilds the crag ; then all is grey.

By "EMERITUS" (ii.).

No tongue so peerless,
 No toil so long ;
 What heart so fearless ?
 What head so strong ?
 Whose faith more fervent ?
 More calm whose end ?
 We bless God's servant ;
 We mourn man's friend.

By "EMERITUS" (iii.).

*Meles and Isis fused their choicest flood
 To dower the native tide of Scotia's blood ;
 And Freedom's clarion tuned his tongue to draw
 New music from old thunders of the law.
 So waxed, for God's discomfiture of hell,
 The multitudinous soul, the enchanter's spell.
 Now England guards his tomb ; but deathless reigns
 His spirit in the ichor of her veins.

* The river of Smyrna, Homer's (?) birthplace.

By "EMERITUS" (iv.).

Humbly imperious, clearly mysterious ;
 Freeman tyrannical, priest puritanical ;
 Scotsman cosmopolite,—dark below, top alight,—
 Soldering, sundering,—brilliantly blundering ;
 Blade democratical, scabhard fanatical ;—
 Tonguester may vary an octogenarian,
 Without and with is his easy antithesis :—
 Scorn on your puny verse ! Great is God's universe !

By "SIR LEOLINE."

Not here, O loyal voice of praise, relate
 The statesman's skill, the triumphs of debate,
 The mind keen, subtle, swift, from youth to age
 Searcher untired in learning's varied page ;
 But tell the single eye, through strife and storm,
 Changelessly fixed on Duty's changing form ;
 The steadfast, dauntless heart, content, in view
 Of Heaven's high Judge, for truth to seem untrue,

(Continued on page 434.)

G. A. HENTY'S STORY BOOKS

SUITABLE FOR SCHOOL PRIZES.

Fully Illustrated and Elegantly Bound in Cloth.

PRICE SIX SHILLINGS EACH.

With Frederick the Great. A Tale of the Seven Years' War.**With Moore at Corunna.****At Agincourt.** A Tale of the White Hoods of Paris.**With Cochrane the Dauntless.** A Tale of the Exploits of Lord Cochrane in South American Waters.**A Knight of the White Cross.** A Tale of the Siege of Rhodes.**The Tiger of Mysore.** A Story of the War with Tipoo Saib.**Wulf the Saxon.** A Story of the Norman Conquest.**St. Bartholomew's Eve.** A Tale of the Huguenot Wars.**Through the Sikh War.** A Tale of the Conquest of the Punjab.**Berio the Briton.** A Story of the Roman Invasion.**In Greek Waters.** A Story of the Grecian War of Independence (1821-1827).**Redskin and Cowboy.** A Tale of the Western Plains.**The Dash for Khartoum.** A Tale of the Nile Expedition.**By England's Aid ;** or, The Freeing of the Netherlands.**By Right of Conquest ;** or, With Cortez in Mexico.**With Lee in Virginia.** A Story of the American Civil War.**By Pike and Dyke.** A Tale of the Rise of the Dutch Republic.**Captain Bayley's Heir.** A Tale of the Gold Fields of California.**Bonnie Prince Charlie.** A Tale of Fontenoy and Culloden.**For the Temple.** A Tale of the Fall of Jerusalem.**The Young Carthaginian.** A Story of the Times of Hannibal.**With Wolfe in Canada ;** or, The Winning of a Continent.**The Lion of the North.** A Tale of Gustavus Adolphus.**With Olive in India ;** or, The Beginnings of an Empire.**In Freedom's Cause.** A Story of Wallace and Bruce.**Through the Fray.** A Story of the Luddite Riots.**Under Drake's Flag.** A Tale of the Spanish Main.**The Lion of St. Mark.** A Tale of Venice.**When London Burned.** A Story of Restoration Times and the Great Fire.**True to the Old Flag.** A Tale of the American War of Independence.

PRICE FIVE SHILLINGS EACH.

A March on London. Being a Story of Wat Tyler's Insurrection.**On the Irrawaddy.** A Story of the First Burmese War.**Through Russian Snows.** A Story of Napoleon's Retreat from Moscow.**In the Heart of the Rockies.** A Story of Adventure in Colorado.**A Jacobite Exile.** Being the Adventures of a Young Englishman in the Service of Charles XII. of Sweden.**Condemned as a Nihilist.** A Story of Escape from Siberia.**Held Fast for England.** A Tale of the Siege of Gibraltar.**Maori and Settler.** A Story of the New Zealand War.**One of the 28th.** A Story of Waterloo.**The Cat of Bubastes.** A Story of Ancient Egypt.**In the Reign of Terror.** Adventures of a Westminster Boy.**Orange and Green.** A Tale of the Boyne and Limerick.**The Bravest of the Brave ;** or, With Peterborough in Spain.**A Final Reckoning.** A Tale of Bush Life in Australia.**For Name and Fame ;** or, Through Afghan Passes.**The Dragon and the Raven ;** or, The Days of King Alfred.**St. George for England.** A Tale of Cressy and Poitiers.**By Sheer Pluck.** A Tale of the Ashanti War.**Facing Death ;** or, The Hero of the Vaughan Pit.

BLACKIE & SON'S NEW ILLUSTRATED CATALOGUE
 OF BOOKS SUITABLE FOR SCHOOL PRIZES, &c., with
 Synopsis of their Contents, will be sent Post Free on application.

LONDON : BLACKIE & SON, LIMITED, 50 OLD BAILEY.

THIRTEENTH EDITION.

With two hundred and seventy Illustrations and four beautifully Coloured Plates.
 Medium 8vo, cloth elegant, gilt edges, 7s. 6d.

The Universe ;

OR,

THE INFINITELY GREAT AND
THE INFINITELY LITTLE.

A Sketch of Contrasts in Creation and Marvels revealed and explained
 by Natural Science.

By F. A. POUCHET, M.D.

"We can honestly commend this work, which is admirably, as it is copiously, illustrated."—*Times*.
 "Scarcely any book in French or in English is so likely to stimulate in the young an interest in the physical phenomena."—*Fortnightly Review*.

LONDON : BLACKIE & SON, LIMITED, 50 OLD BAILEY.

FOR EDUCATIONAL HOLIDAYS OF FOREIGN TRAVEL

See the JULY SUMMER NUMBER of

THE PRACTICAL TEACHER.

6d.

NOW READY.

6d.

THE PRACTICAL TEACHER'S
ART MONTHLY,

FOR JULY, TWOPENCE,

CONTAINS

FULLY ILLUSTRATED HOLIDAY CONTRIBUTIONS

ON

SKETCHING FROM NATURE

AND

HOW TO STUDY GOTHIC ARCHITECTURE.



Illustrated Railway, Pedestrian, Cycling, Sketching, and
Photographic Tours at Home and in the Lands of our
Continental Neighbours; Visits to European Schools, &c.; are
among some of the Special Features of this Number.

GRATIS
WITH EVERY NUMBER.

A Large (30 in. by 32 in.) FOREIGN TRAVEL SUPPLEMENT,
containing Tourist's Map of Switzerland, Panoramic Views
of Mountain Ranges, and Street Plans of Chief Towns, &c.

A FIFTEEN GUINEA SKETCHING COMPETITION IS ANNOUNCED IN THE JULY NUMBER.
THE PRACTICAL TEACHER, Editorial, Publishing, and Advertising Offices, 33 Paternoster Row, London, E.C.

PRIZE AND GIFT BOOKS

PUBLISHED BY

W. & R. CHAMBERS, LIMITED.

BEFORE purchasing Prize Books Teachers ought to see Messrs. CHAMBERS'S
ILLUSTRATED LIST, to be had, post free, on application. Prices from
6d. to 5s. Comprising stories by Mrs. L. T. Meade, Mrs. Molesworth, Author
of "Liddle," "Tip-Cat," &c., Author of "John Halifax, Gentleman,"
G. Manville Fenn, David Ker, Reginald Horsley, D. Lawson Johnston,
&c., &c.

Handsomely bound in cloth, gilt, with Illustrations by W. RAINEY, W. H. C.
GROOME, J. A. SYMINGTON, LEWIS BAUMER, W. BOUCHER, &c.

The following are among the most recent:—
At 5s.

MEG LANGHOLME. By Mrs. MOLESWORTH.
"Set forth with fluent grace."—*Daily Telegraph*.

VINCE THE REBEL. By G. MANVILLE FENN.
"A spirited story told in the manner boys like best—rapid narrative with plenty
of conversation."—*Scotsman*.

WILD KITTY. By L. T. MEADE.
"We do not think Mrs. Meade has ever written anything which excels 'Wild
Kitty' as a bright presentment of school life in the distressful country."—*Sheffield
Daily Telegraph*.

HUNTED THROUGH FIJI. By REGINALD HORSLEY.
"Thoroughly wholesome and immeasurably superior to a great mass of literature
which is all too easily within the reach of boys."—*Scotsman*.

HOODIE. By Mrs. MOLESWORTH. Seventeen Illustrations by LEWIS BAUMER.
"The little heroine is charmingly sketched. . . . Embellished with many felicitous
drawings by Lewis Baumer."—*Daily Telegraph*.

THE ROVER'S QUEST. By HUGH ST. LEGER.
"Boys neither need nor can desire a breezier, healthier book."—*Vanity Fair*.

A DAUGHTER OF THE KLEPHTS. By ISABELLA FVIE MAYO (EDWARD
GARRETT).
"A story of Greek life in Byron's time. The Daughter of the Klephts is a brave
sweet creature, drawn after the pure womanly heart of the writer, and sure to win
the reader's."—*World*.

GREYLING TOWERS. By Mrs. MOLESWORTH. With Seventeen Illustrations
by PERCY TARRANT.

ELSIE'S MAGICIAN. By FRED WHINSHAW. With Ten Illustrations by LEWIS
BAUMER.
"A tale with a pretty sentimental interest. The Illustrations by Lewis Baumer
add much to the charm of the volume."—*Scotsman*.

FOUR HUNDRED ANIMAL STORIES. Edited by ROBERT COCHRANE. Pro-
fusely Illustrated.

W. & R. CHAMBERS, Ltd., 47 Paternoster Row, London;
and Edinburgh.

Society for Promoting Christian Knowledge.

THE DAWN OF EUROPEAN LITERATURE.

THE GREEK EPIC.

By Prof. G. C. W. WARR, M.A.

With Map. Fcap. 8vo, cloth boards, 3s. Library Edition, Crown 8vo, on Hand-
made Paper, top edges gilt, buckram boards, 5s.; calf, 7s. 6d.

The Library Edition has been issued with a special view to its use as a School
Prize or Gift Book.

"Contains a summary of the very latest products of research, archaeological,
mythological, and ethnological, so far as they illustrate the works of the epic poets.
Whatever information the English reader is likely to require. . . he will find in the
introductory chapters, or in the footnotes, and we know no other work in which it
is so conveniently collected."—*Academy*.

"Mr. Warr's reading is accurate as well as wide, and is brought down to the latest
possible date."—*Athenaeum*.

London: Northumberland Avenue, W.C.; 43 Queen Victoria Street, E.C.
Brighton: 129 North Street.

SCHOOL PRIZES.

A CATALOGUE OF BOUND BOOKS,

Corrected to Midsummer, 1897, with Alphabetical and Classified Index,
can be had, post free, on application to

EDWARD STANFORD, Educational Publisher and Bookseller,
26 & 27 Cockspur Street, Charing Cross, London, S.W.

THE MOST NUTRITIOUS.

E P P S ' S

GRATEFUL—COMFORTING.

C O C O A

BREAKFAST AND SUPPER.

"LE MAÎTRE PHONÉTIQUE,"

The Organ of the **Phonetic Teachers' Association** (President: Prof.
W. VIETOR; Secretary: Dr. PAUL PASSY), appears monthly, giving varied reading
matter in French, English, German, &c., all transcribed according to an International
system of Phonetic notation. Subscription price, 3 francs in P.O.O. or French
stamps, 2s. 10d. in English stamps.

Apply to

FONETIK, NEUILLY-ST.-JAMES, FRANCE.

SCHOOL PRIZES.

BICKERS & SON have the largest and most varied
stock in London of Books handsomely bound in Calf
and Morocco, suitable for School Prizes.

They have had more than sixty years' experience, and
have long had the reputation of being one of the best
Bookbinding Firms in England.

Catalogues post free.

School Books supplied at 25 per cent. discount,
and a Term's credit.

BICKERS & SON, LEICESTER SQUARE, LONDON, W.C.

A Prize of Two Guineas is offered for the best translation of the following passage from Edmond et Jules de Goncourt:—

Une ville étonnante, une ville étourdissante, une ville ahurissante, une ville avec des rues, des auberges, du monde; une ville qui a l'air d'une ville et qui n'en est pas une, une ville enchantée par le hazard, une ville impossible, une ville bâtie sur pilotis sur un Potosé qui change de lit à chaque seconde, remuée comme un sac à loto; une ville sonore comme une foire de la fortune, une ville où l'on marche sur des apoplexies d'argent et des pots au lait cassés, une ville qui ressemble à la vie au grand galop; en un quart d'heure un millionnaire y a des dettes, et un valet des domestiques; une ville où il n'y a plus d'hommes, plus de femmes, plus d'humanité! rien que des mains qui jettent ou ramassent; une ville où l'argent n'est plus l'argent, plus une valeur, plus un poids, plus une sueur, plus une raison, plus un bon sens; mais une veine, un rêve, un caprice, un jouet, un vent, une pluie:—c'est Bade, mon cher, et j'y suis.

An Extra Prize of One Guinea is offered for the best suggestion for a schoolmaster's holiday.

The suggestion may be grave or gay, in prose or verse; but it must be brief—an epigram rather than an essay.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

Those in the First Class are entitled, on application, to a copy of "Essays in Translation," or, if this volume has been already won, to "Essays and Mock Essays."

All Competitions must reach the Office by July 16th, addressed "Prize Editor," JOURNAL OF EDUCATION, 86 Fleet Street, E.C.

EXTENSION OF THE DATCHELOR TRAINING COLLEGE.—The usefulness of the Datchelor Training College for Teachers (connected with the Datchelor School, in Camberwell Grove) is about to be considerably increased. Owing to the fact that the college is already full (until now its numbers have been limited, by the scheme under which it works, to twenty-six), and that applications for admission in September have already been received, which would still further increase its numbers, even without any more admissions, leave has been obtained to add very considerably to the number of students. To meet the needs of this increased number, and to place the college in more suitable rooms than it at present occupies, the Clothworkers' Company, who are the governors of the school and college, are building a new block of rooms, consisting of two large lecture-rooms, which will be appropriated to the use of the students. Above these rooms is a laboratory, which will be fitted up for practical work in science and for demonstrations. This is intended primarily for the use of the school, and its want has been long felt. It is hoped that they will be finished by the close of July. In addition to this the company have purchased the lease of a house and garden near the college, which they are fitting up as a hall of residence for students. It will be known as Datchelor House, and will accommodate about twenty students. It is very healthily and pleasantly situated, with a good garden. The scale of fees is very moderate. The students in residence will be under the charge of a "house-mistress," and a housekeeper or matron. A new mistress, Miss Bullock, B.A. (Mathematics), has just been added to the college staff.

HOLIDAY COURSES IN GREIFSWALD.—In the *Journal of Education* for August, 1896, there will be found an article written by one of those who took part in the Holiday Course of Lectures in Greifswald in that year. In the present year (1898) two such courses will be held—the one from July 4 to July 21, and the other from August 1 to 12. Thus English people have the opportunity afforded them of going to Greifswald either in July or August. Those who have the time will be able to take part in both courses if they wish—together six weeks (July 4 to August 12). This year a special course will be held in August for the benefit of the English, whose holidays fall somewhat later than those of their Continental neighbours. Teachers and students of both sexes take part in these courses, but also many who belong to other educated classes. Life in Greifswald, it may be said, is very cheap. Rooms cost about twenty to thirty marks a month, and an excellent dinner at the Sool und Moorbad, where most of the guests dine, costs one mark daily. Further, excursions are made every Saturday to the beautiful island of Rugen (one of Germany's gems), and to the most noted watering-places of the Baltic Sea. Stockholm, Copenhagen, Bornholm, &c., are within easy reach by a splendid service of steamers. Further information may be obtained on application to Herr Professor Dr. Schmitt, Langestrassé 31, or to Mr. L. B. Ashby, Langefuhrstrassé 27, Greifswald in Pommern.

WHITTAKER'S LIST.

Just published. Twelfth year of issue. Price 1s. net. Postage 3d.

THE SCHOOL CALENDAR.

AN OFFICIAL HANDBOOK OF EXAMINATIONS, SCHOLARSHIPS, AND EXHIBITIONS FOR 1898-9.

"The book is full of information, such as is often and much needed by teachers and guardians, and the arrangement of matter is convenient."—*Athenæum*.

"This excellent little book is indispensable to parents and guardians."—*Saturday Review*.

A SCHOOL GEOGRAPHY. By CHARLES BIRD, M.A., Headmaster of the Mathematical School, Rochester. (In August.) Arranged according to the New Syllabus of the Joint Scholarship Board.

ELEMENTARY MATHEMATICS. Arithmetic, Algebra, Geometry, for the South Kensington Science and Art Examinations, by J. L. S. HATTON, M.A., Director of Studies at the East London Technical College. (Shortly.)

FRENCH FOR BEGINNERS. A Primer on the new Method of Teaching Modern Languages. By F. J. CURTIS, Ph.D., of Dollar Institution, and DUNCAN MACKAY, of Ayr Academy. SUBJECT PICTURE, coloured, for use with above. (Preparing.)

FRENCH PHILOLOGY AND LITERATURE. A Handbook for Students, translated and adapted from the German of Professor Koschwitz, by P. SHAW-JEFFREY, M.A., Assistant-Master, Clifton College. (Shortly.)

A NEW GRAMMATICAL FRENCH COURSE. By Prof. ALBERT BARRÈRE, R.M.A. Parts I. and II., in One Volume, **Elementary**. 1s. Part III., **Intermediate**. 2s.

The above volumes form preliminary parts to the "*Précis of Comparative French Grammar*," by the same Author, which is extensively used in many large Public Schools.

"The whole course is clear and well arranged: it is above all simple."—*Education*.

PRÉCIS OF COMPARATIVE FRENCH GRAMMAR AND IDIOMS, AND GUIDE TO EXAMINATIONS. By A. BARRÈRE, Professor R.M.A. Fifth Edition, thoroughly Revised. Crown 8vo, cloth, 3s. 6d.

The above is in use at many of the large Schools, including Cheltenham College, Haileybury College, King Edward's School (Birmingham), Highgate School, St. Olave's School (Southwark).

FRENCH COMPOSITION, Select Passages for. With Vocabulary. By ALBERT BARRÈRE, Professor R.M.A. Woolwich, Examiner to the Intermediate Education Board, Ireland; and LEON SORNET, French Master, King Edward's High School, Birmingham. Second Edition, Revised. Crown 8vo, 2s. 6d.

(In use at Eton College and many other large Public Schools.)

GERMAN FOR BEGINNERS. By L. HARCOURT. Second Edition, Revised. 2s. 6d. net.

"An admirable book for beginners. Miss Harcourt is at once scientific and human, the method is inductive and the matter is that of every-day life."—*Journal of Education*.

ELECTRIC LIGHTING AND POWER DISTRIBUTION. An Elementary Manual of. For Students preparing for the Preliminary and Ordinary Grade Examination of the City and Guilds of London Institute and General Readers. By W. PERREN MAYCOCK, M.I.E.E. Third Edition. Revised and re-written in Two Volumes. Vol. I., with 231 Illustrations. Crown 8vo, 6s.

"The work will no doubt become a standard text-book for schools and classes in this subject; as such it has few equals."—*Electrical Review*.

FIRST BOOK OF ELECTRICITY AND MAGNETISM. By W. PERREN MAYCOCK. Second Edition. 107 Illustrations. 2s. 6d.

"Students who purchase a copy, and carefully study it, will obtain an excellent groundwork of the science."—*Electrical Review*.

PRACTICAL ELECTRICAL MEASUREMENTS. An Introductory Course in Practical Physics for Students and Young Engineers. By E. H. CRAPPER, Lecturer in Physics and Electrical Engineering, Sheffield Technical School. With 56 Illustrations. Small crown 8vo, cloth, 2s. 6d.

ORGANIC CHEMICAL MANIPULATION. By J. T. HEWITT, M.A., D.Sc., Ph.D., Fellow of the Chemical Societies of London and Berlin, Professor of Chemistry in the East London Technical College. With 63 Illustrations. Crown 8vo, 272 pp., 7s. 6d. net.

"The work will be of great service to many teachers of practical chemistry."—*Engineer*.

Catalogue post free.

London: WHITTAKER & Co., White Hart Street, Paternoster Square.

CONTENTS.

	PAGE
OCCASIONAL NOTES	451
TECHNICAL EDUCATION	455
CHILDHOOD AND ROMANCE. BY MRS. CLEMENT PARSONS	456
THE LEARNING WOMAN. BY BERTHA M. SKEAT ...	458
COLONIAL AND FOREIGN NOTES	459
SHOULD AULD ACQUAINTANCE BE FORGOT? BY B. L. TOLLEMACHE	460
HIGHER COMMERCIAL EDUCATION CONFERENCE ...	461
ANNUAL EXHIBITION AT THE "HUGH MYDDELTON" SCHOOL	461
AN EDUCATIONAL PATRIARCH — THOMAS HORLOCK BASTARD	465
TEACHERS. BY A PARENT	467
CORRESPONDENCE	468
Foreign Study and Foreign Titles; The Secondary and "Other" Return; Joint Agency for Men Teachers; Scottish Leaving Certificate Examinations; Bachelier-ès-Lettres.	
JOTTINGS	469
THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND	471
REVIEWS AND MINOR NOTICES	472
Law and Politics in the Middle Ages (Jenks); The Origin and Growth of Plato's Logic (Lutoslawski); Studies in Little-known Subjects (Plumptre); An Essay on Comedy and the Uses of the Comic Spirit (Meredith); On the Use and Abuse of Some Political Terms (Lewis); The Ruins and Excavations of Ancient Rome (Lanciani); &c. &c.	
UNIVERSITIES AND SCHOOLS	480
PRIZE COMPETITIONS	481

OCCASIONAL NOTES.

ON and after August 15 our address will be 3 Broadway, Ludgate Hill, E.C. We cannot without regret date for the last time from the familiar 86 Fleet Street, whence we have dated for the last fifteen years. Our new offices are larger and more commodious; but we cannot bring ourselves as yet to suffer gladly the improvements of the City of London Corporation.

THE Duke of Devonshire stated on July 18, in the House of Lords, that he hoped to introduce a measure dealing with secondary education either next week or the week following—that is to say, before August 5. The country will then know what the Government proposals are.

WHAT has become of Professor Jebb's Committee? Our readers will remember that this Committee includes representatives from all professional and administrative bodies dealing with secondary education. It has been in the habit of meeting in Bloomsbury Square by invitation of the College of Preceptors, and it is supposed to be able to inform the Government of the collective mind of those interested in legislation affecting schools. We would greatly like to know if it met and considered Colonel Lockwood's Bill; and, if not, why not. After much trouble and arrangement—as an indirect result of the Cambridge Conference—a machinery was evolved by means of which a joint demand or a joint expression of views was rendered possible. Has this machinery broken down? We sincerely trust not, and yet we have no news to hand. In the privately printed copy of the Bill, the executives of four bodies of teachers and the Hebdomadal Council of one University are stated to have approved. Was the Teachers' Guild consulted? There is no public evidence on this point. But we know, from the *Educational Times*, that the College of Preceptors had no opportunity of discussing the Bill before it was brought forward.

WE know, too, from public evidence, that the Private Schools' Association was not consulted. *Education* makes it plain that the technical schools and the organizing secretaries were not consulted. They are actively hostile. Were the other Universities consulted? We have no evidence. The result of this hasty action on the part of the promoters of the Bill has been that quite a storm of disapproval has been aroused. Of course, no one imagined that the Bill in its present form would pass. But, surely, after the years that have been spent in internal organization, some Bill might have been drafted which would have received the support, at least, of all the professional, if not of the administrative, bodies. The Government can again afford to smile. "You want a Bill," they say; "well, here is a Bill brought in by yourselves, and immediately half of your associations rise up and condemn it root and branch. Let us know when you have made up your minds, and then, perhaps, we can help you."

ALTHOUGH we can cordially praise the energy and activity of the bodies responsible for the Bill, yet we greatly regret that they should have broken away from the Joint Committee, and should have again made it possible for scoffers to point the finger of scorn at teachers who cannot decide what they want. But, for our comfort, let us repeat again what we have said before, and what, in face of constant disappointment, it is well to repeat. The labours of the Royal Commission have not been without result; the organization of education is proceeding apace. Schools are, from every point of view, rapidly improving. They will continue to improve, Bill or no Bill, and this improvement is very largely due to the stimulus given by the publication of the Report, and by the subsequent discussions. To borrow a metaphor from one of H.M. Inspectors, not only is increasing care taken to fashion the flower-pot, but the flower itself is a more beautiful product. And beauty in this connexion may include moral, physical, and intellectual worth. We are no less urgent for a Bill than Dr. Scott; but still we must console ourselves with the thought that the change of public opinion which alone would make legislation operative is quietly, but steadily, going on.

THE Royal Commission decided that secondary education should include technical. We were growing accustomed to the idea. No wonder that the attempt to differentiate between the two has come as a shock to the educational public. The difference of view may be narrowed down, as far as practical politics are concerned, to this point: Will the County Councils agree to let the Treasury interfere in the spending of the whisky money; and, if not, have they power to block the Bill? We answer "No" to the first question, and "Yes" to the second. In some counties, we are told, the grant is allocated for years to come. Although the money is voted annually, it has been paid long enough to give a feeling of security. And interference has almost become impossible. Therefore to attempt this differentiation at present is, in our opinion, to make the Bill impracticable. It is not so easy to give a decided opinion on the larger question as to the ultimate advisability or possibility of making the distinction. Still it may not be altogether impossible to reconcile views that apparently differ if we could only clear the ground by definition.

HE is a bold man who attempts to formulate definitions in the present state of educational thought. In Sir John Gorst's ill-fated Bill of 1896, all grades of education were ultimately to come under one authority. The times are not yet ripe for such a scheme. And so we must try to differentiate primary and secondary and technical and com-

mercial and tertiary and higher education! So far, no definition of primary education has been generally accepted. And until that point is settled we may not go further. But the fear in the minds of those who would separate secondary from technical is, lest that which we usually call secondary education—an education primarily based on the humanities—should be starved out in many schools because of grants given to what we usually call technical subjects—education assumed to be based on handicraft skill. Let us say at once that such a result would be most disastrous. The experience of centuries goes to show that the humanities, in their broadest sense, are the best foundation of an all-round education.

BUT let us add that we do not in the least fear this result. At present County Councils may subsidize any subjects but Latin and Greek, and any further legislation will undoubtedly remove this restriction. But the present system does not work badly. It is the country grammar schools that have been most in need of aid. If such a school gets a County Council grant for a science master, it is clear that the governors will be in a better position to pay a good classical master than they would be without this grant. Again, we will say that a great deal of the fear of the classicists comes from a misuse of the word "technical," almost as if it equalled "technological." We will not attempt an authoritative definition; but we will ask if Epsom College does not begin the technical education that is finished at Guy's Hospital; or if the Engineer who completes his technical education at Woolwich and Chatham does not begin it in the Fourth Form at Clifton or Cheltenham. Is the teaching of agriculture technical? Yet Wye College is to form part of London University, and Reading is affiliated to Oxford. It really seems to us impossible to differentiate technical, viewed in this sense, from secondary. If it were done, our public schools would have to close one or two of their "sides," and our Universities would be compelled to lessen the number of their "schools."

AS regards secondary education, Birmingham is undoubtedly the best found town in the kingdom, and it is natural that it should seek to crown the edifice by a University of its own. Donations to the amount of £100,000 are a good beginning, but at least double that amount must be raised before it would be prudent to call in the architect. As to the advantages that would accrue to the citizens, we agree with Mr. Chamberlain, and do not attach much weight to the Bishop of Worcester's not altogether disinterested demurrer by reason of the proximity of Oxford. At the same time, we cannot wholly accept the grounds of Mr. Chamberlain's advocacy. That the best and most distinguished and cleverest of her sons are now driven away from Birmingham may well be a gain, not a loss, both to them and to the town. They will return from their temporary exile better and more enlightened citizens. The true ground to take is that, while the élite will continue to go to Oxford and elsewhere to complete their education, a Birmingham University will open the doors of higher education to a large class whose studies now cease at sixteen or seventeen, and to whom Oxford charges are prohibitive. Further, a University in a great industrial centre is likely to promote a type of learning different from, but not necessarily inferior in its ideals and aims to, that of the older Universities.

SIR JOHN GORST is still Vice-President of the Council and likely to remain so, in spite of the Archbishop's birching and Lord Londonderry's horse-whipping. Sir John sticks to his guns, and tells us the opinion he expressed, that

the Bible teaching in the London Board schools is infinitely superior to that in the London voluntary schools, was founded partly on information received from teachers and inspectors, and partly on personal observation. The Archbishop alone in the House of Lords attempted to dispute the fact, and the only evidence he could adduce was that of prejudiced and partial witnesses—a diocesan inspector from Newcastle! The other speakers contented themselves with censuring the Vice-President's utterances as indiscreet and unbecoming in an official. Lord Londonderry would appear to have modelled his philippic on Squire Western's comments on Black George. The Duke of Devonshire's speech was a curious mixture of half deprecatory apologies addressed to the Episcopal Bench, and half paternal admonitions addressed to an erring scapegrace. With Sir John's strictures on voluntary schools he evidently was half in sympathy, and his warning about the falling-off of subscriptions is significant. The jibe at the farmer and the squire he took more seriously to heart: that was a *scandalum magnatum*; it should never have appeared in any Blue-book, still less should it have been quoted by a Government official. "Not guilty, but must not do it again"—such, in fine, was the Duke's sentence.

THE three days' debate in Grand Committee on the London University Commission Bill was quite a liberal education on some of the fundamental questions of educational polity viewed through Parliamentary spectacles. A brilliant "galaxy" sat and advised their respective advocates from day to day; we noticed Sir Joshua Fitch, Mr. Fletcher Moulton, Q.C., the private secretaries to the President and Vice-President of the Council, Dr. Robertson, Professor S. Thompson, Mr. Macan, Mr. Oldman, Professor Ramsay, Mr. Busk, and many others connected with the "constituent" colleges. Mr. Harwood, Sir John Lubbock, Mr. Yoxall, ably assisted from time to time by the great guerrilla chiefs Sir Charles Dilke, Sir Albert Rollit, and Mr. T. Healy, made a gallant fight for the losing side. But they were in a hopeless minority, and the average division figures were about 25 to 8 in favour of each clause or against each amendment. Mr. Bryce said ditto to Sir John Gorst on all the educational points, while the Solicitor-General and Mr. Haldane had complete mastery over every legal question raised. The first great battle raged round the persons of the Commissioners, their number, quorum, proceedings, &c., but the Government insisted on a non-partisan body of a judicial character, and carried their point easily. Then came a grave constitutional question, discovered by Mr. T. Healy and Sir Charles Dilke, for which the Government were denounced as "the most revolutionary of modern times," because a clause was put in the Bill (but, of course, not moved in Grand Committee) for paying the Secretary without the consent of Committee of the whole House having previously been obtained. Mr. Healy discussed the House of Lords, the Irish Local Government Bill, and the prospects of a Catholic University for Ireland on this point, while the Committee smiled or slumbered.

HAVING disposed of these *hors d'œuvres*, the Committee were asked by Sir John Lubbock to allow the present obstructive graduates in Convocation *not* assembled to veto by post-card any proposal of the Commissioners, or, in other words, the Acts of Parliament; he was beaten by about 4 to 1 on the point. Then came off the great attack on King's College—a really full-dress debate with second-reading speeches. The Bill [Clause 3 (3)] proposed to deprive absolutely of any public or semi-public money any institution infringing the Test Act, *i.e.*, which had not a conscience clause, or forced its teachers to conform to any

religious denomination. King's College, with the Wesleyan and Congregational Colleges, were of course, *qua* colleges, ruled out of the Bill. But the Bill provided further that the professors in these places, *if appointed University professors* by the Senate, should be paid in that capacity for that work, but not in the other (sectarian) capacity. It was moved to omit these last words as (*cf.* scholarships at efficient *private* schools) savouring of indirect endowment; but, as their teaching, as well as their laboratories, &c., if any, would probably be outside the college with the test, the point fell through. Absolute unanimity on both sides of the Committee was shown in favour of the first part of the clause. Do the Catholic schools and the Woodward Schools, which are parties to Colonel Lockwood's Bill, recognize this fact that they are equally with King's College ruled out of all State aid?

SOME little time was then given to the consideration of the lawyers and their societies, but Sir John Gorst assigned to the Crown these nominations to the Senate if they remained recalcitrant. Upon the reading of the Bill the last great fight was over Clause 6, the Opposition trying to compress Wye College into the United Kingdom, thus of course rousing the opposition of Victoria, Durham, and other Universities, and securing the loss of the Bill. Brighton and Southampton made gallant efforts to get within the thirty miles limit, but were not considered sufficiently metropolitan; so Wye remained the sole exception to the geographical limits of the Bill. Then came the schedules, and all the old questions were raised afresh, with many similar ones relating to the Senate, Convocation, &c., but without result. Sir John Lubbock then tried to wreck the Bill once more by abolishing the thirty miles limit, thus converting "London" into "the United Kingdom." But this was too transparent. A more insidious proposal was that of Mr. Harwood to make the examinations for internal and external students identical, and thus to destroy the value of the "teaching" University; as a variation of this, Sir John Lubbock would have made the examinations interchangeable. It was pointed out that, as a B.A. degree could be taken by some sixteen different methods at Oxford and Cambridge, and as the value of teaching must be gauged by identity of standard but variety of subject and method, the object of the Bill would be frustrated by this amendment also. The Bill was ordered to be reported to the House on July 19, and no doubt will find its way on the Statute Book this Session as the one Bill advancing education passed by the present Government.

WE heartily congratulate all elementary teachers in Board or voluntary schools on the introduction of the long hoped-for Superannuation Bill. It is generally believed that the Bill is non-contentious, and, unless some misguided individual member is found to "object," the Bill becomes law at once. The main provisions are these: Each man will contribute £3, and each woman £2, every year of service. On retirement, at the age of sixty-five, the Treasury will add to the amount of the annuity purchased by the teacher, under the provisions of this Bill, the sum of 10s. for each completed year of service. The total sum thus gained is not magnificent, but, at any rate, will prevent in the future actual want. Above all, it is a step in the right direction.

THE Joint Agency for Men Teachers is a *fait accompli*, and whether the credit for starting it belongs to the College of Preceptors or the Assistant-Masters' Association is a matter of purely historical interest. Mr. Charles and Mr. Longsdon have each had their say, and we see no good

in prolonging the controversy. We hold no brief for either party, and are well content to let the matter rest where it is. Our readers can now judge for themselves whether the statement of the *Educational Times* claiming the initiative of the Agency for the College was the whole truth or whether our demurrer was justifiable. We are highly flattered by the delicate compliment that the *Times* pays to the *Journal*, and are charmed to find that we provide our contemporary with a monthly entertainment. We thank it for its kindly admonitions, and will try and mend our "rough and turgid style." One good turn deserves another. First, then, let us compliment the *Times* on its mathematical puzzles which excite each month our wonder and our despair. Next let us give the organ of the College a friendly hint not so constantly to blow the trumpet in Zion. That the College did convene the Joint Committee is an undisputed fact; but, when we are reminded of it for the hundredth time, we cannot help reflecting that it would have been at once more generous and more politic to acknowledge that the College was not the only begetter and father of the Joint Committee, but rather its sponsor and godfather. Let the College, just for a change, do good by stealth and blush to find it fame.

"WHAT is the Teachers' Guild?—It is a body that came into existence with a blatant flourish of trumpets, and seems to be departing amid the melancholy strains of muffled drums." We are quoting from the Scotch catechism according to the *Educational News*. We may ask in return: What is the *Educational News*?—An obscure Scotch journal, made up mainly of cuttings from English papers, among which the *Journal of Education* was conspicuous till our contemporary was warned that we would not tolerate the borrowing of whole articles without acknowledgment. After this, it is a matter of mere curiosity to inquire why the *Educational News* should have turned and rent the Teachers' Guild, the most modest and least pushing of all educational bodies—a body started, so to speak, in an upper chamber by two or three humble schoolmistresses, of whom Miss Buss was the chief. It seems, however, that a member of the Glasgow Branch of the Guild invited the Educational Institute to co-operate with the Guild in dealing with the question of legislation in connexion with secondary education. "What impudence!" exclaims the *Educational News*. It caps the story of the minister who prayed for "the Cumbræes and the adjacent islands of Great Britain and Ireland." We fail to see the point of the jibe. As far as numbers are concerned, the Teachers' Guild is Great Britain, and the Educational Institute is the Cumbræes. But, even were the proportion reversed, why should not the less invite the co-operation of the greater? It is a relief to hear that, though moribund, the Teachers' Guild "is still in life," and, we may add, as a later bulletin, that, so far, it has survived the attack of the *Educational News*.

THE Vice-President of the Private Schools' Association is on the war-path. A three-lined whip has gone out addressed "To all Private Teachers." Colonel Lockwood's Bill is cursed in every section, sub-section, and clause. We seem to be reading a famous chapter in "Tristram Shandy" or one of the "Ingoldsby Ballads." Like the Jackdaw of Rheims, the Bill will be none the worse for this indiscriminate cursing. For instance, it is not the fact that by the Bill "private schools are penalized from receiving aid," or that public schools may be erected close to private schools in order to undersell them. One of the main principles of the Bill, as explained in the accompanying memorandum, is to make no further provision of schools till we have reckoned and husbanded our present resources. The natural inference that laymen will draw from this circular is, that a body which

resents all interference, and protests even against sanitary inspection, must be shunning the light because its deeds are evil. Such an inference would be grossly unfair to the large majority of private teachers, many of whom have already expressed their disapproval of the circular.

WITH all due respect to Sir Henry Craik, we do not think his attack in the *Times* on Colonel Lockwood's Bill a particularly dignified one. In particular, he is displeased with the memorandum which accompanied the copies of the Bill sent out by the I.A.H.M., and for which Dr. Scott is primarily responsible. If the style of this document is poor—indeed, Sir Henry thinks “it would be flattery to call it anything but confused and wordy nonsense,”—and if it does begin with a quotation from Tennyson, this is not a sufficient proof that the “advocacy of reorganized secondary education should involve the murder of the Queen's English.” It seems to us somewhat pedantic to ridicule serious proposals solely on stylistic grounds; and to imply that no good thing can come from the “educationalist” because he cannot write English is a rash and sweeping generalization. Sir Joshua Fitch is an educationalist no less than the Bishop of Southwell.

THE net result of the recent Conference on Commercial Education is that the Chamber of Commerce has given up its old belief in the efficiency of examinations alone. The cry now is that education is needed, and that education includes as its first necessity the training of character. The contempt for commercial subjects, as being a valueless smattering that can be given to any duffer who is “too stupid” to do Latin verses, has given way to a recognition of the fact that boys preparing for commercial life deserve as thorough an intellectual and moral apprenticeship as their fellows who are entering the learned professions. This training can be made sound and effective even though the curriculum is made to include subjects more distinctly bearing on after life. No doubt, in a short time, we shall have a number of commercial schools based on really sound educational principles, and the second-rate commercial academy will cease to monopolize the title. The important thing is that the Chamber of Commerce has, from its examination failure, come to learn that the power of using knowledge is important—not the mere knowledge itself as tested by written papers.

IN his speech at the Guildhall Conference on Commercial Education, Sir John Gorst did well to insist, as he did with reiterated emphasis, on the necessity of first laying a good foundation. But it seems to us that he did not go far enough. Something more is needed than “a solid basis of primary education.” Doubtless Sir John was thinking of higher-grade schools as included under primary education; but either these need to be multiplied ten-fold, or—and this is surely the more excellent way—secondary education needs to be organized so as ultimately to absorb what is only justified by the *rerum novitas*.

TRULY this is an age of associations! We have received a number of papers concerning the “Moral Instruction League,” which dates from a no less dignified spot than a deanery. This fact seems to qualify the object of the league, which is: “to substitute systematic non-theological moral instruction for the present religious teaching in all State schools, and to make character the chief aim of school-life.” This sounds well, and may, perhaps, be welcomed as a protest against the unintelligible dogmatic theology which is sometimes offered to young children. On the other hand, experience is yet lacking to convince us that

moral instruction, divorced from the Bible and all it connotes, is practicable. Certainly the specimen lesson sent us fails to win our confidence. It is a lesson on courage, addressed to children between ten and fourteen years of age. It contains far too much matter. It takes the listener from Richard I. to Nansen, from Rome to America, with startling rapidity. The attempt to be graphic results in forced language quite unsuitable for young children. For instance, the rain “descends,” the clouds “retire.” Lessons on morals, to be effective, must be written by those who understand something of the child-mind.

WE are grateful to the *School Guardian* for brushing aside a figment to which even the Primate did not scruple to lend his authority. In his speech on Bible teaching he drew a preliminary distinction. It was “not the doctrinal instruction, but the instruction in the contents and history of the Bible,” in which the voluntary schools were pronounced inferior. Now we have it on the authority of the National Society's organ that “the distinction between facts and doctrines is utterly fallacious.” “If,” continues our contemporary, “the Vice-President's assertion was correct that the Board schools give more efficient religious instruction in the facts of Bible history than the voluntary schools that work by their side, the *raison d'être* of the latter would be gone.” Such an admission clears the air of episcopal cobwebs, and we note it for future reference.

WE note with satisfaction the co-option of the Rev. R. F. Hosken, a master in Merchant Taylors' School, as a member of the London School Board, in the place of the Rev. J. Rose, deceased. It is a healthy sign that men by becoming schoolmasters do not disfranchise themselves as citizens. The late Bursar of Marlborough College was not only a member of the Wilts County Council, but Chairman of the Finance Committee, and Mr. F. Morshead, of Winchester College, has been twice Mayor of Winchester. We may yet live to see an assistant-master a member of Parliament. His professional duties are not so arduous or engrossing as those of a barrister in full practice.

THE *Educational Times* prints a letter from a reverend gentleman, a replica of one that had previously appeared in the *Schoolmaster*, on the phonetic method of teaching to read. The writer states that all his children learnt to read by means of Sir Eizak Pitman's “Phonotipy,” and that, in consequence, “they are immensely fond of reading, and don't care for anything but what is thoroughly good.” One of these model children “only had three lessons at all, and she learnt to read.” And not only does phonetics inspire moral virtues—it adds the graces of style. “Look how beautiful [*sic*] all Germans and Italians always read and speak!”—because, of course, these languages are phonetically represented. There are other grammatical solecisms in the letter: for instance, “the children in which I am interested.” Does our contemporary intend, by admitting such a letter without comment, to make a laughing-stock of the writer or to throw ridicule on phonetics, or is it a case of mere ignorance?

WE are glad to learn that the College of Preceptors will repeat next January the Winter Meeting which was so marked a success at the beginning of this year. The chief interest in the lectures and demonstrations will centre round the out-of-school life of secondary schools; as to which Mr. Findlay is at the present moment, with the help of a committee of the Assistant-Masters' Association,

engaged in collecting statistics. Physical education, school games, manual training, the medical and hygienic aspect of school life, are included amongst the subjects. There will also be a conference of science teachers as an outcome of Dr. Kimmins' lectures in January last. Dr. Rein has promised to give two lectures, and to take part in a conference. Mr. Findlay also issues an enticing list of courses for the winter term. Dr. Colman will deliver the inaugural lecture on September 27. We are especially glad to see that Professor Earl Barnes, who is still prosecuting his studies in English schools, will deliver a course of lectures. We cordially congratulate the College of Preceptors on its continued enterprise in the direction of training.

UNIVERSITY EXTENSION is taking a fresh lease of life. After the success of the Summer Meeting in June comes the Conference held in the Senate House at Cambridge. The Duke of Devonshire, in his position as Chancellor of the University, presided. His address consisted of cordial and well-earned congratulations on the work done, and suggestions as to the lines of future advance. It is not always that the Duke is encouraging, but it is quite clear that he fully believes in the value of Extension work. This work was excellently summarized by Dr. Roberts in the following words:—

The training of good citizens is not less important than the training of good workmen, and ought to go on side by side with it. An education that enriches life, that stirs the imagination, that clears the mind of narrowness and prejudice, that trains the critical faculty to form sound judgments, is the popular education that is needed. It is to the Universities that the country naturally looks for the teachers who will bring this spirit to the work, for it is, above all things, the spirit and method that is of consequence. It is not mere information that the people want. The information must be assimilated and applied.

This spirit is an admirable corrective to the narrower—and, we are glad to say, gradually receding—interpretation of the terms "technical" and "commercial."

THE Shanghai correspondent of the *Times* sends us a startling piece of intelligence. An Imperial edict has been issued which, if carried out, will revolutionize the higher education of China. China, as every one knows, is the cradle of competitive examinations, and the one country that has consistently and persistently carried out the principle. It is not so well known that these examinations follow closely on the lines of classical study as classical study was pursued in our own grammar schools and Universities till a recent date. "A profound knowledge of Chinese classics, and a mastery of the refinement of language as they had shaped it, were the sole keys to distinction at the famous annual examinations." Substitute, for Confucius and Mencius and Lao-tse, Aristotle and Plato and Cicero, and you have the Oxford Finals or the Classical Tripos of the fifties. Kwang Hsu has now ordained that Western science shall take the place of Chinese philosophy and *belles lettres*. Such a revolution is not effected in a day. The Chinese are readier to harbour the navies and the navvies than the new learning of the "foreign devils."

WE publish in another column the text of some resolutions passed by "a conference of headmasters and headmistresses of secondary schools in the county of Kent." This conference is only one out of many which we hope have met, or are about to meet, throughout the country. The idea originated with the Political Committee of the Teachers' Guild. Perhaps no more useful piece of work, as far as educational politics are concerned, has been undertaken by the Guild than this effort to get an expression of views on organization from every county. The resolutions we refer to are quite general. But soon, it is

hoped, we shall have the text of the Government Bill—perhaps by the time these words are printed; and then the time for general resolutions will be past. What will then be needed will be for these same conferences and for other meetings of teachers to draft actual amendments to the clauses of the Bill in cases where amendments seem advisable.

TECHNICAL EDUCATION.

THERE is, no doubt, much to be said for the proposal to attempt to delimit secondary education and technical instruction. Few will deny the advantages of "a liberal education"—for those who can afford it—or the value of "general culture" for those who are in no particular hurry to earn a living. And it should not be difficult to distinguish, as Mr. P. E. Matheson puts it, between "the general education, which is the basis of all-round education, and the special education, intended to fit young men and women for their particular calling in life." But, when this has been done, when Advisory Councils or central authorities have labelled different schools "according to their aims," is it supposed that the people for whose benefit, after all, the schools exist will flock to the one type of school in preference to the other?

In the return relating to pupils in secondary schools in England, recently issued, the endowed schools, out of a total of 59,517 scholars, are shown to have 38,312 boys between the ages of twelve and sixteen, against 9,169 over sixteen. That is to say, only about 15 per cent. remain after the age of sixteen, the obvious conclusion being that the larger proportion of boys attending endowed schools are destined to concern themselves with the business of life—as clerks, industrial apprentices, or agriculturists—immediately after leaving school, and the problem to be solved is whether these boys should have "the general education, which is the basis of all-round education," or the "special education," to fit them for their particular calling in life.

It is interesting, while those mainly responsible for what is termed the Lockwood Bill are busy defining what they mean by "secondary" or "technical" education, to turn to the reports of a sub-committee of the Headmasters' Association adopted at a general meeting on June 25, 1892. The report is headed: "The Claims of Secondary Schools on County Councils for Recognition and Aid in the matter of Technical Instruction." After answering the question: "What is technical instruction?" the report shows that "Modern secondary schools have hitherto done much of the work." And then County Councils are given various excellent reasons for devoting the money at their disposal for technical instruction in encouraging the work of endowed schools. "The schools do not claim to cover, nor do they propose to attempt to cover, the whole ground of technical education; this must necessarily be given in special centres. What they claim to do is to *prepare* the ground well for this special instruction; and, in order that they may be enabled to do this more thoroughly, they ask that their wants may be remembered and recognized in the disbursement of the County Council grants."

AND the County Councils, generally speaking, readily responded to the appeal, and, according to the last official return, spent in one year upwards of £38,000 on grants to endowed schools, and £83,575 on scholarships and exhibitions. The development of secondary schools in the direction of meeting local requirements has been both natural and rapid. But the Lockwood Bill would arrest this development. Its gravest defect, from the point of view of duly constituted local authorities, is that it proposes unlimited centralization. The Central Authority of the Royal Commission was "not to control, but to supervise; not to override or supersede local action, but to foster and co-ordinate efforts." The Lockwood Bill appears to have been conceived in an entirely contrary spirit.

BUT the resolution proposed by Mr. Macan at the meeting of the Association of Directors and Secretaries for Technical Education no doubt fairly represents the attitude of County authorities to the measure. It ran:—"That, while generally approving of the introduction of some Bill as a demonstration of the importance of the subject, and acquiescing in a large portion of the proposals of the Bill in question, this Association considers that no Bill can be accepted which (1) interferes by central action with local authorities in their absolute liberty of disposal for educational purposes of the Local Taxation (Customs and Excise) Grant, and the rates under the Technical Instruction Act, 1889; (2) separates the local control of secondary and technical education; (3) confers upon a central authority powers of making grants to schools independent of the local authority, and diverts the Science and Art grants to such purposes; (4) deprives local authorities of the power

of providing schools, where necessary, and of conducting the sanitary and educational inspection of all local schools in receipt of its grants."

At a meeting of the Council of the Association of Technical Institutions on the 15th ult. the following resolution was passed:—"That this Council, while anxious to see secondary education efficiently organized and adequately maintained, is unable, for financial and other reasons, to support the Secondary Education Bill introduced into the House of Commons by Colonel Lockwood."

CHILDHOOD AND ROMANCE.

By Mrs. CLEMENT PARSONS.

"I remember, I remember."

IT sometimes happens to people, when they are spending the day with friends, to sit at table opposite two or three children, present sorely against their will, as is most evident, but "down for a treat," that their parents' old friend may have the benefit of seeing them. There those children sit, unresponsive of manner, abstracted of glance, with red, clean, unusual wrists, holding aloof from our cackle, coldly suffering us. But, had we the key to the notions, temporarily arrested by dinner, which have just been whirling round inside each massive child-head and will resume their reign the instant emancipation comes, what a contrast for us! The children are children no longer—they are Sir Richard Grenville, Huck Finn, Piper Patrick Milne. They are not in the garden nor running along the passages as they appear to be. They are storming a fort; they are lying in ambush; they are scouring the prairie on fleet mustangs; they are breaking through the Polar ice and spearing seals. According to sex, every one of them is either a beautiful and unfortunate princess, or a captain courageous serving under the brightly coloured flag of romance. This is the secret lever of child-life—this incessant play at imaginary being, this "vocation" of "endless imitation"—and one would not prophesy smooth things to the parent or educator who should approach child-life without counting upon romance.

No child is too young for strenuous and elaborate pretence. Even the babbling infants are hard at it from morning till they are asleep; and one sometimes wonders whether they keep it up in their dreams. A little girl of three years is never herself; she is always somebody else. Her ideal world being limited, she usually impersonates one of her boy cousins. It often occurs that her mother calls to this child-actor by her name, "Betty!" across a room. She instantly and invariably corrects her: "I'm not Betty—I'm Maurice!" Even when her mother is cunning, and says: "Here, darling," the little girl judges, by the word and the inflexion, that she is being taken for herself, and promptly replies, in her injured voice: "I'm a big boy!" A complicated situation is created when she invests her doll with her own identity, and herself masks as the doll, or "a sailor boy," or "a long-clo'es baby."

Sometimes her mother is ordered to be "Nanny," sometimes a little friend's governess, sometimes, alas! "Doctor." For a week the child was ill. She was actually weakened, but, like all children, she theatrically accentuated the episode besides, posing languidly, her head against a cushion, and shutting her eyes when she was spoken to. She "rose," however, to the stratagem of "Betty!" and bleated out: "No—Maurice!" On that point capitulation was not to be considered.

A child a year older, after a lengthy dialogue in bed with her doll, yields at last to sleepiness. Through the door she is heard to whisper in her motherly voice: "Now, dolly, good-night. You must get some other little girl to talk to you now." Thus, she quaintly shifts the onus of the wakeful chattering on to dolly. The instinct that makes a small creature of four credit her doll with the spontaneousness of personality is in itself indicative of childhood's passion for that realization of charming things unseen which is romance.

For little girls there is no toy so romance-serving as a large doll's-house—one furnished discriminately and by degrees. In my childhood I had such a one—eight-roomed, with one or two annexes. The romance of which it was capable reached a culminating point when the idea struck us to let the whole house out in separate lodgings and so have the interwoven interests of eight families going on at once. I remember a countess (modelled on "Ouida," whom we read scathlessly)

lived *au premier*, while an impecunious and affectionate family (we culled the type, of course, from "The Vicar of Wakefield") herded in the kitchen. When the countess gave balls we used to take the carpet up and sponge the wood floor over to represent parquet. At the conclusion of these entertainments we used to blow out all the dolls' candles hurriedly, slam to the doors, and then, looking through the windows, delight ourselves in realizing the countess and her fashionable friends as suffocated in the smoke of a sudden conflagration. This gave a chance for the gallantry of firemen, but, as a rule, a minor guest was allowed to be burnt to death—we enjoyed the funeral so much.

Looking backward down the long days of one's childhood, it is the romancing hours alone of which there seems vivid magic in the memory. I was partially brought up in the Midland town—now city—of Nottingham, a place which, manufacturing though it be, is picturesque on account of its terraced rocky structure, surmounted by a historical castle, where Mortimer's Hole and other enchanting tunnels run here, there, and everywhere through the sandstone. Our house had a series of four terraced gardens, cut one below another down the face of a cliff. To me these gardens seemed heaven then, and, even now, when I look back, I cannot conceive anything likelier to please a child's fancy. The topmost garden I found tame enough, just a croquet-lawn and shrubbery, and carpet-bedded borders; but at one corner of it was a wicket-gate, at the top of a steep flight of stone steps. There romance began. At the bottom of this winding stair was a long rock tunnel, quite dark in the middle, with two blind side tunnels running off at right angles from it. This was fascinating, and, though it was a pity I was a mere girl, the thrill of pleasant terror that properly belonged to such a place I did not miss. Everything is possible in a tunnel long enough to be dark in the middle. Near the exit rabbits were kept in hutches—they must have had a poor time of it in such a chilly, sunless home—and down one of the side tunnels mushrooms were grown.

It was on quitting the tunnel, however, that the real joy of life began; for we emerged upon a garden, full, as it seemed to me, of perennial fruit, the finest currants, gooseberries, strawberries that ever grew; while all up the high red walls hung great, gorgeous plums, golden and violet, with exudations like hard gum. A wide gravel walk edged this garden, and looked over another steep declivity into a third garden, principally devoted to scarlet-runners, of which I took no note. Never to this day, absurd as it seems, can I disconnect the idea of the hanging gardens of Semiramis with my grandfather's garden at Nottingham, and ours was literally a hanging garden, as far as that went, tier above tier.

Down at the lower end of the third garden, among pear and apple trees, was a summer-house worthy of Eden, with a flag flying on the roof, and a miniature tea-set and real table-cloth kept in a cupboard ready for us to make real tea. But one descent more, then across a private road, and through another door (which had to be unlocked) and we were out upon a real rock of our own, a rock generous in possibilities, a rock self-respecting bandits might have died to possess, with a real cave inside, shut in by a green door, and boasting within a table large enough to seat a dozen people, with benches *en suite*. Down from the base of the rock little sandy paths ran through an acre of grass, and all this ended, as far as we were concerned, in a tiny wood of larches. Picture these varied delights! The scrambling and slipping up and down the rock on sunny autumn mornings caused such joy as life now can never hope to equal; so, too, with the rushes into the cave and bangings of the door, and the forays and adventures into the little dark wood below us. The one thing lacking was the human element; for it would have taken at least twenty youngsters to do that incomparable rock justice, and we, being children who only spent a fourth of the year in our older relatives' country home, had not the advantage of having many little friends there. Still, there were some German children who, though they were not much use at the higher romance of the rock, were capital at developing its more practical resources, and, in their company, and under their aunt's supervision, we learnt to cook a real German dinner inside the cave, where we afterwards ate it. This courtesy we returned by making tea for the German children in our summer-house, calling to them out of the window to come up when we were quite ready. It may be forgiven me if for every literary scene containing rocks or land-caves—in "Kid-

napped," for instance, or in "The Raiders"—I had first to focus it by our old Nottingham rock. Mayhap it is so with other grown-ups, and we set every new scene suggested to us into places we saw with the visionary eyes of childhood.

Children love little objects, and whatever they can call "a dear little" thing gives them intense pleasure. I remember frequent sojourns at Cambridge, where what struck me far the most among the architectural glories of the colleges were the homely little red cloisters of Queens'. Everything else was frigid and remote, but Queens' really reached me, and I loved nothing better than to cross the slatted bridge, skirt the grass-centred quadrangle, and go up and down the shallow steps that led through the bit of covered way past the black doors of hall, out into the court on the Catharine's side.

In the ideal nursery there is one stained glass window, especially purple and yellow and facing west. Children are keenly alive to the romance of jewelled glass; they delight, too, in seeing the familiar outside world as it looks first through one coloured segment, and then through another.

As far as I was concerned, who lived in London in a small house with a single staircase, the second staircase of my grandfather's house was, in itself, a promising feature in the general romance of things there. I loved the sound of "back staircase." Prosaic as the thing was in reality, to me it savoured of fascinating cabals and conspiracies, those "back-stair plots" with which I was familiar in two books I read again and again—the Whartons' "Queens of Society," and "Wits and Beaux of Society." I can imagine no historic scene better calculated to set a child's heart throbbing than that corner of the staircase in the Prinsenhof at Delft where William the Silent met his death by assassination. It is worth taking a susceptible child to Holland and back just to show him that bullet-hole in the wall. Imaginative children, by the way, love Motley's "Rise of the Dutch Republic," and adore the character of the great Prince of Orange. Curiously, too, older girls will hero-worship a favourable presentment of William III. of England. His unswerving character and his very taciturnity captivate a generous child.

If architects built houses to please children, they would always build them with a long suite of rooms opening into one another. My grandfather's house was of this inconvenient make. A library opened into an oak room, and that turned off into our play-room, with a china closet, as large as a room, continuing upon that. When we stood at the play-room window we looked across a courtyard, along one end of which ran a road called the Rope Walk. Its name had a strange charm for me. How well do I remember one morning looking from our window across the courtyard into the pantry window opposite, when, to my horror, a gigantic, unhuman face, surrounded by shaggy hair, appeared and began wagging slowly up and down behind the glass! I gazed, panic-struck, then burst out crying, and fled back into the room to cower in the nurse's lap. It was the page-boy, who had bought a mask for the Fifth of November, and was letting us see it—for a lark, as he thought. There is something quite extraordinary in the mad terror timid young children have of a mask. A child of this sort may be soothingly shown that it is a mere painted paste-board. "Have it over your own face," we may say, "and try to frighten us!" And, as soon as the child, through the eye-holes, catches sight in the glass of the menacing, nightmare thing, he will again shriek violently, even though himself is behind it, and suffer from agitated nerves for a night or more. Months later the mention of the word "mask" makes the child turn white.

As children we were intermittently fond of going to church. We loved the singing of the hymns—for in those antediluvian days the psalms were read—but we usually *disagreed with the preacher*; I am afraid we were somewhat precocious. I was indignantly bewildered by obsolete and unexplained terminology in the services. One phrase that upset me terribly was: "Prevent us, O Lord, in all our doings"; and another was: "Deal not with us *after* our sins, neither reward us *after* our iniquities." As time went on I remember rather enjoying the close argumental chain of the Athanasian Creed. "Church" is made more attractive to children nowadays, what with the flower missions and the short afternoon services for the young. Children have a natural taste for things sacred. One wonders, now and then, whether the pious sentiment regarding prayers learnt at a mother's knee may not presently grow obsolete,

whether the people of the future will not credit the nurse, not the mother, with that natural faldstool, seeing that modern mothers not a few take no part in teaching the children to lisp "Our Father Which art in Heaven." A little boy aged four will on no account be heard saying his prayer if his mother is in the room. He reddens and hangs his head. "Send mummy away, and I'll begin," he whispers to his nurse.

Talking of children's garbled notions about life reminds me of a quaint episode of my childhood. A little girl came to tea, and, before she had been in the house five minutes, I could see she was burdened with some tremendous secret. Naturally I spent the next hour in striving to get it out of her. At last, after tea, she asked me, in an awe-struck whisper, whether I had ever read the most terrible word in the world, compared with which all ordinary wicked words were angelic. I answered that I was afraid I had not seen this word, but how could I be certain unless she gave me some idea of what it was? Finally, after repeated promises of the utmost secrecy—I even vowed immediate oblivion of whatever word she showed me—we obtained a pencil and paper. With impressive gravity she pulled down the play-room blind, and began slowly to write the word. When it was written, silently, and walking on tip-toe, she brought it across the room to me. The word was *Atheist*. I was completely mystified; so was the other little girl. But, with shocked faces, we took the piece of paper and burnt it in the grate. I can see the limp scrap burning there now!

As we grew older we were the most pronounced Radicals. I remember the callow heart of thirteen almost bursting in sympathy with Henry George's book on "Progress and Poverty." One begins life with much emotion over the picturesque Charles the Martyr. That phase succumbs to a loan of Carlyle's "Letters and Speeches of Oliver Cromwell," and healthily constituted children of eleven are stanch believers in king-killing no murder. Poor dears, what contradictory phases they must shuffle off before they reach the tepid adult amalgam, and how much less confidence we should all possess in our present valuable opinions were the record of our inconsistencies up to date to be unrolled daily before us!

I am sorry for London children. They find no romantic circumstances ready made; they have to invent all the romance themselves. We used to play in a London "garden," near the bottom of which was a weeping ash—one of the sort with a garden seat inside. There were opportunities here, and we made the most of them. We were fond of the forlorn space of garden behind the tree. Nobody walked there but ourselves and cats; so it seemed our own territory. We used to call it Belgium, and for years my sounding name was Emily, Queen of the *Belgiums*. In my queenly capacity I was permanently dressed in leopard skins and tawny velvet—orange-tawny velvet, as we never failed to call it.

Servants and the life of the kitchen have a considerable influence over children—not, in the main, a harmful influence. The children themselves, in the innocence and freedom of their ways, are a strong human link between the drawing-room floor and the basement. A good deal of a servant's true character comes out in the way he or she accosts and treats the children; and children have a more real knowledge of this class than their parents have. From the life of the kitchen, especially of an old-fashioned kitchen, come touches of kindly superstition and home-grown sagacity—like peasant wine, rough but wholesome—which temper for children the rarefaction and modernity of the drawing-room atmosphere. It is difficult to define the kitchen influence; but it is there, and it is a thread worth weaving into the canvas of life. Not only the freedom of manners, but the cheerful briskness and eternal doing of something with the hands, that go on in the kitchen appeal to children. They find there an easy familiarity with real things, which is what the children love; and also the kitchen is the fountain and home of nice things—sultanas alone are worth dropping in after; and where are such deliciously fresh cakes, just out of the oven, to be had as at the kitchen tea? How well I remember it all—the check table-cloth, the cat, the firelight on the "brights," the agreeable sizzling sounds, the smell of toast!

Recollections of one's own childhood supply one with a hint that children, when by themselves (*i.e.*, not at parties), are better left to play alone, with their play unnoticed. Above all, do not prick the fond balloon! Ridicule and disillusion will come upon the tender plants soon enough. That "age and youth cannot live together" is inevitable, though pathetic. Children resign

themselves to finding parents competent only to fulfil the solid purposes of existence—to tuck them up in bed, and generally kiss the place and make it well. But let it come to a question of sharing in the celestial play-world, in that romance life children lead when alone or with contemporary players, and we might as well yoke the hippopotamus with the kitten, or try to make a wagon fly up with a bird.

They should have their fingers tipped with tact who approach a romantic child. I have watched good-natured adults trying to draw a child out, and the child's chilly drawing back; and I have known how that young heart smarted when the tone became bantering. Perhaps the defter way to woo children is to begin pretending yourself—to suggest, suddenly and irrelevantly, that the drawing-room sofa is very like a whale; that you could almost fancy it was lashing its antimacassar tail just then, and that nothing would really be easier than to take up an umbrella-harpoon, and, from the shelter of our tossing ship in the rocking-chair, lunge pleasantly at that leviathan. Six-year-old eyes glisten, you are privately voted a "jolly decent" person, and, as long as other grown-ups keep away, you will graciously be permitted to give and take romance. But, before long, parents and guardians will intrude themselves, when, in the children's estimation, you will drop heavily to earth as you tamely relinquish the joys of eventful living to take up the weather, Lord Salisbury, and the price of shares. We cannot wonder if children are shy of our picking up their pass-words, and show a poor opinion of any sustained power on our part of sympathy and good will towards their romances.

THE LEARNING WOMAN.

IT came to pass on a time that a Woman went forth on a learning pilgrimage through the Land of Education. And, when she had struggled through the Slough of Despond, she started forth along an exceeding narrow way, across which ran many wider paths, leading in all directions. From time to time she met with persons travelling on these paths, some hurrying swiftly onward, with pallid, harassed faces, some groping and stumbling along their way, and others toiling with backs bowed down as beneath heavy unseen burdens. But, when she questioned them whither they were going, those who paused to make answer replied with one accord: "We are Merchants of Education, and are bound towards Vanity Fair."

Then the Woman, wondering somewhat, set herself to follow one of these, a white, weary looking girl, who in years should have been younger than herself; and, when they had journeyed in silence for some distance, they came unto the gates of a great city. They entered in and passed along one of the streets, until they came out into the market-place.

Now the booths were set up on either side of the square; and down the centre of the square was a great gulf fixed. In the booths on the one side, the wares were all of such kinds as be necessary and useful to life, such as maps, microscopes, machinery, compasses, charts, chisels, dictionaries, grammars, saucepans, irons, hammers, nails, and all other such articles wherewith men make unto themselves lasting habitations. But the wares on the other side were of a wholly different fashion, such as catch the eye and please the fancy of the multitude. More especially there were odds and ends of silks and satins, velvets and ribbons of divers colours, with gaily painted toys and sham armour.

Forthwith the Woman entered into certain of the booths, and inquired of the owners: "Wherefore sell ye such goods as these?"

And the sellers of fancy goods answered and said unto her: "O stranger, we sell such wares as are most pleasing unto the Parents."

But the sellers of useful articles said: "Nay, we sell only such wares as are most pleasing unto the Examiners."

Then said the Woman: "In the books of old there is mention made of Parents; yea, it hath even been reported unto me that I was evolved of such; but what are these Examiners whereof ye speak?"

And they cried unto her with one accord: "If thou wouldst behold the Examiners, go forth and seek them on the Hill of Examination, which is beyond the city gates."

So she went out of the city by the further gates, and walked

a little distance, until she beheld a rocky crag rising up above the plain. On the summit of this crag was a long wooden bench, and thereon sat three ancient and venerable men, robed in flowing gowns and hoods of black. Their eyes were dim and sunken, but they had a single eye-glass between them, which they passed in turn from the one to the other. One of them held in his hand a pair of shears, wherewith he cut off even lengths from many skeins of different coloured thread, which the second held spread across his knees. These lengths were passed by the second to the third, who with trembling fingers knotted them into bundles, so that each bundle should be wrought out of all the hues that were possible. Then the Woman drew near, and bowed herself reverently before them and said: "My lord, wilt thou tell thine handmaid wherefore thou makest these bundles of divers colours?"

And one of them spake, saying: "My daughter, these are our Examination Schedules, and they betoken the various subjects that must be learnt by the rising generation."

And the Woman said: "My father, the children are young and tender; wilt thou not then make up bundles for them of fewer colours?"

But he answered: "Nay; for formerly we wrought them but of three colours, and afterwards of seven; but, now that science hath revealed a multitudinous variety of colours unto us, it is needful for the proper development of your children that they should know them all."

And the Woman said: "O let not my lord be angry if I should speak. Would it not be possible to substitute the new Unity of Period for the old Unity of Subject (which is now Multiplicity), that a harmony among the shades of colour might yet prevail?"

But he said: "Nay, my daughter, for then should we remove too many of the obstacles that are rightly placed in the path of achieving greatness. Moreover, the children would gain less power of decentrating their attention, and would fail to grow up shallow and inefficient, servants of all trades and masters of none."

Then the Woman bowed her head sorrowfully, and left them and went on her way.

I saw in my dream that she kept along the narrow path, until she came to the House of the Lady Interpreter. Here she entered in, and was bidden to rest awhile. And, when she had partaken freely of the bread and water set before her, the Lady Interpreter led her forth into a large Hall, wherein were eleven benches filled with damsels of different ages; they upon the first bench were seven years of age, and they on the last bench were eighteen. And the Lady said unto her: "Seest thou that every one of these damsels is diligently studying?"

And she said: "I have seen it, and would fain know the nature of their studies."

Then said the other: "These maidens in the first row, being at the tender age of seven, are beginning their course with five separate subjects only, but with every year the number of their subjects increaseth. At the age of eleven we give them studies in Holy Writ, in mediæval and Elizabethan poets, in the history of our nation, together with a knowledge of our own and sister countries, of the configuration of the surface of the earth, of the flowering plants which grow thereon, of the tongue now spoken by the natives of France, and of that formerly spoken by the people of Latium. At the age of twelve they complete their studies in English history, save that, after some five years have elapsed, they cast a few parting glances at the subject. At fourteen they have ended their studies in Greek and Roman history, and have added unto their subjects German and physics. At eighteen they complete their studies in Holy Writ, the history of English and foreign literatures, and European history, also the sciences, chemistry being likewise included. Therefore, having reached the eleventh bench in the Hall, they pass out into the world, having received a thorough, comprehensive, and all-round education."

When the Lady Interpreter had ended these sayings, the spirit of the Woman was heavy within her, and she sighed and said: "I have also some children at home, and I strive to teach them wisdom; but, when they have learned their daily task, they disport themselves in youthful ways, and in the cool of the evening we ramble through the lanes and woods, and gather ferns and flowers. Have not these damsels likewise a time set apart for healthful play?"

But the Lady frowned and said: "Not so, for in our day we

reckon but fourteen hours, and, if six of these were given over to meals and recreation, as ye do, then should we have but eight hours left, wherein these damsels could labour; and how then could they complete their appointed tasks? For youth is the time for work, so that when they are grown to womanhood they may play, while others work for them."

Then the Woman spake right humbly, and said: "But do they then learn no more, from eighteen even unto threescore years and ten?"

"Nay, verily," said the other, "for, seeing they are then finished, what need or desire should they have for any further education?"

Thereunto could the Woman answer not a word; therefore, having saluted the Lady, she departed.

Now, as she pondered these things in her heart, the path led into a gloomy valley full of rocks, and upon one of the rocks was written: "The Valley of Humiliation." Herein did the Woman walk most heedfully, with eyes cast to the ground, lest she should dash her foot against a stone. And, when she had come to the end of the valley, she lifted up her eyes and beheld a stile leading into a field, and across the field a lofty castle, the gates whereof stood wide open; and over the gateway was carved the name thereof: "Doubting Castle." Then she thought within herself: "Herein dwelleth that Giant Despair, of whom I have heard that he hath attacked and slain many former pilgrims. Nevertheless, I would fain look upon his face and see whether he be indeed so terrible as all men have said; and, if he should notice me, who am but a weak woman, he will perchance be merciful."

Therefore she entered the gateway, and went across a courtyard strewn with bleaching bones, and passed a den of young lions, which roared at her through their bars; but, since they were caged, she heeded them not. Having gone down a dark passage, she came to an oaken door which was closed; she turned the handle thereof, and entered. She found herself in a vast dim room, of which every wall was covered with bookshelves; moreover, books were piled upon the table in the midst, and on chairs, and many lay about on the floor. But seated at the table writing was a reverend man clothed in black; and, as he lifted his eyes and gazed at her through his spectacles, his glance seemed to pierce her soul like a knife.

Then he opened his mouth and spake unto her, saying: "O woman, who art thou who has dared to invade my province? Behold, I have heard of thee that thou art not yet threescore, and hast uttered a voice on things whereof thou canst know naught."

The Woman, fearing and trembling, fell on her knees before him, and said: "My Lord Despair, I have written but one little paper. Lo, is it not a little one? Wherein, then, have I offended?"

And he said: "Thou hast made use of expressions that are reserved unto psychologists, and that with insufficient accuracy to mislead a metaphysical public. Moreover, thou hast sinned against the laws of logic, whereas thou hast suggested a Compromise instead of inaugurating a red-hot Revolution. For then would all the powers that be—yea, even the Board of Examiners themselves—have risen against thee and torn thee in pieces, and so should I have had thee for an easy prey."

Then the woman, trembling exceedingly, said unto him: "My Lord, I believe not in Revolution, but in Evolution."

Thereat the Giant uttered a loud cry, and sprang to lay hold on her; but she shrieked, and fled from his presence. She ran with speed, and paused not until she had got back to the narrow way. There she knelt down beside a little streamlet, and whispered a word over its waters; and the streamlet bore the word on to the river, and the river bore it down to the ocean, and the waves of the ocean roared and echoed it upon all the shores of the world. And the word that they echoed was—"EVOLUTION."

And at the noise of their roaring I awoke from my dream.

BERTHA M. SKEAT, Ph.D.

COLONIAL AND FOREIGN NOTES.

FRANCE.

The "modern side" seems likely to be again in dispute, and that free lance M. Jules Lemaitre is already in the field. As things are, he says, there is no life. Scribes and rhetoricians are produced whole-

sale; but no men. Trade, manufactures, colonization, are each neglected for the so-called liberal professions; and the stifling halls of barren diplomas are choked with the throng of candidates. The *Baccalauréat* is poisoning the younger generation. It is time people realized that a solicitor is of no higher standing than an agriculturist; that it is nobler to be a good husbandman than a bad lawyer. For all this, and much else—according to M. Lemaitre—the national system of education is chiefly to blame, and radical reform is the only remedy. M. Lemaitre's proposals, made first in the columns of the *Figaro* and afterwards in a public lecture at the Sorbonne, though by no means, as it seems to us, revolutionary, have given rise to so much discussion that it seems worth while to summarize them. The existing classical education is to be maintained only in two or three *lycées* in Paris and other University towns, and is to be replaced, for the most part, by a really modern and practical education, consisting of:

(1) the French language and literature, especially the classical writers of the seventeenth century, in whom is to be found "all the marrow of the ancients and all the substance of Christianity"; (2) modern languages, especially English and German, the instruction in which is, above all, to be "practical"; (3) the essentials of history and geography; (4) elementary algebra, geometry, physics, chemistry, and natural history, including the biography of celebrated discoverers; (5) games, gymnastics, excursions, visits to workshops and factories, and for every child, without exception, some handicraft. "I should like," writes M. Lemaitre, "to add a sixth part—philosophy and ethics. But I conclude that all teachers, especially those of literature and history, are already, both in their methods and reflections, teachers of ethics and philosophy." *Lame and impotent conclusion!* If they were, we should not be for ever failing, for ever revising programmes, for ever changing our tack. Technical education, "modern sides," and the rest, grease the wheels, no doubt; but that nation will lead the world that first learns to make moralists and philosophers of its teachers. After his foundations have thus been laid, M. Lemaitre's "new boy," at the age of about sixteen, will begin to specialize, either in one of the few remaining *lycées*, or in a public school in England or Germany, or in travelling, or straightway in some commercial or industrial occupation. The *Baccalauréat* would be replaced by school reports and certificates, and—most wise judge—"parents would be compelled to concern themselves a little more with their children," by the abolition—save, perhaps, for a few in the open country—of the boarding *lycées*. It is not to be expected that M. Lemaitre's suggestions will immediately be adopted; but such utterances are never thrown away.

There would seem to be also educational enthusiasts in France of a still more practical sort, for an anonymous benefactor has lately offered to put at the disposal of the University of Paris, for a limited number of years, an annual sum of 75,000 francs, to be applied to the establishment of five travelling scholarships for male secondary teachers (actual or prospective) who have taken their *Agrégation*. The candidates must, moreover, be young and strong and have a good knowledge of English. If selected, they will be expected to devote from fifteen to eighteen months to travelling about the world, "making special investigation, apart from all preconceived ideas, into the social conditions of each country, into the way in which the various Governments deal with the different sides of the educational problem, and into the causes which assure to such and such a nation in such and such a domain whatever superiority it may possess." The *Temps*, in what has been regarded in some quarters as an inspired article, comments thus upon this unique gift: "The founder of these scholarships does not wish these young men to set out on scientific explorations or voyages of discovery; he does not wish them to bring home academic theses for the Sorbonne or elaborate reports for the Institute; he has no desire for statistics collected with little trouble from the Consulates. He is anxious, on the other hand, to lay down no programme for the young travellers, to impose no special mission upon them; he merely wishes them to open their eyes and ears, and to lay in a store of personal and direct impressions, so that, by their journey round the world through the most advanced and most vigorous civilizations, they may complete their own education as the future educators of the youth of France." Such a large faith and such a large endowment almost take the breath away. But there are no doubt plenty of men worthy of both—if they can be found.

A strongly backed proposal, which will be of interest to our own Modern Language Association amongst others, has just been laid before the *Conseil Supérieur*. It runs as follows:—"In certain *lycées* students who have passed the *Baccalauréat* are allowed to remain another year for the purpose of specializing either in science or classics. It is probable that some of these young Bachelors would be equally ready to devote a year to the special study of a living language, if the organization of the *lycées* made it possible, if there existed, that is, a special class of living languages with twelve to fifteen hours of English or German a week. If enough students desired it, the experiment would be worth making, if only to ascertain how much our teaching of living languages can effect, when to the zeal of the teacher are joined those two other elements of success—time and the zeal of the pupil. . . . It would seem, moreover, that the existence of such a class would be sufficiently justified if it turned out each year, without regard to their future careers, a certain number of young Frenchmen possessing a

sound knowledge of German or English. Your memorialists, therefore, desire, &c."

At the risk of being accused of apostasy, may the present writer express the opinion that, if the aim of the Frenchman and the Englishman was, not to speak or write each other's language, but to understand it when written or spoken, they would accomplish more in two years than they now accomplish in twenty? None but those who have tried it persistently know the charm of a conversation between foreigners in which each retains his own language and his own individuality.

GERMANY:

The "battle of the privileges" still continues, and the adherents of the new types of 9-class schools lose no opportunity of airing their grievances against the "monopoly" of the *Gymnasium*. And as it has been distinctly hinted in influential quarters that the movement in favour of the *Realschule* must come from below and not from above, its supporters naturally seek the sympathy and assistance of classes and circles other than their own. At Frankfurt, they try to enlist the lawyers and doctors in their cause, and the Society of German Engineers presented a petition to the Minister of Education on behalf of the same object. As a means of attaining this end they urge the general introduction of the *Reformschule*, that is, a school with a Latinless lower portion common to the three types. They themselves are chiefly concerned with the *Oberrealschule*, and in the same document ask for certain changes in its curriculum. Geometrical drawing, they urge, should be compulsory in the upper classes, not optional, as at present; and it should be connected with geometrical projection. To secure efficient teachers of mathematics, they request that intending teachers should be recommended to spend some portion of the University career at a technical college, and the teachers from such colleges should be included in the Commission that examines intending schoolmasters. The last is a proof of the intelligent interest in education felt by bodies of professional men. "If Germany," it says, "since the foundation of the Empire, in spite of its serious handicap, in spite of the superior wealth and increasing jealousy of other nations, has extended and secured its prominent position in the sphere of peaceful labour, this result is due, in the first instance, to the productiveness of German technical knowledge. It is incumbent above all upon German engineers unceasingly to raise and improve this productiveness. To attain this object it is necessary not merely to give our future engineers as thorough a professional training as possible, but the schools which prepare for this must, in accordance with modern needs, put clearly before the young that on which the development of *technique* depends—viz., a scientific knowledge of Nature."

At Frankfurt, before an association advocating the claims of the *Realschule*, a doctor championed the cause of the *Realgymnasium*, maintaining that it would be a lesser evil to have to "cram" at the University the little Greek necessary for a comprehension of medical technical terms than to miss at school a proper training in science and accurate observation. The school for future doctors should be the *Realgymnasium* and not the *Gymnasium*. Indeed, there are reformers who would banish Greek altogether from the schools. Small wonder, then, that veterans like Zeller and Oskar Jäger raise their voices in its defence, though to some extent they based it on the old theory of faculty training, and not simply on its indispensable wealth of content.

We may note that there are holiday courses as usual at Jena and Marburg, beginning respectively on August 3 and 15. The customary lectures on manual instruction are to be given at Leipzig; then there is an additional ten days' course for school managers and administrative officers, intended to give some insight into the organization of this branch of the instruction.

AUSTRALIA.

We have often wondered why the admirable machinery of the University Extension movement has never been turned to account in the interests of education in the narrower sense. It is true that some few years ago the lecture list of the London Society contained the name of a gentleman who was prepared to lecture upon the History and Science of Education; but, so far as we are aware, no centre ever made application for his lectures, so that it has been left to the Victorian State School Teachers' Union to be first in this promising field. Two courses, of six lectures each—one on "The History of Education, from the Earliest Authentic Records to the Present Time"; the other on "The Theory and Practice of Teaching" (illustrated by lessons given to classes of children)—are just coming to an end in Melbourne. We can only hope that the result has justified the experiment, and that the following reasonable appeal from the originators of the scheme met with the response it deserved:—"The advantages of such a series of lectures for our teachers cannot be over-estimated. All the greatest educationists of Europe and America are endeavouring to provide their teachers with the opportunity of obtaining University training and a degree in education. We cannot yet accomplish this, but we would draw special attention to the fact that the proposed University Extension lectures are a distinctly forward movement, and that they point directly to what

we are all hoping for and working for—the establishment of a Chair of Education in the University of Melbourne. We trust that, in the interests of education, for the credit of the Union, and for the benefit of the teachers generally, you will use your best influence to make this effort a pronounced success. We respectfully ask you to call your teachers together, explain to them the great advantages they would gain by the course of lectures, and urge them to attend." As the twelve lectures were not to cost more than six shillings, none at least could plead poverty.

Hope and work on for your Chair of Education, O brothers, with all your faith; but the following dark words from your recent Annual Congress make us fear that the time may be long: "Seven years ago the Government expenditure on technical schools in Victoria was over £29,000. It is now £12,000. There has been, indeed, a ruthless cutting to the bone of everything connected with education. A few years ago Victoria pointed with pride to her grand system of elementary instruction; to her large number of schools; to her provision for training teachers; to the number of her exhibitors who had free entrance to the University, and to her hearty support of technical schools. With the view to improving her art work, she, in common with New South Wales and South Australia, imported a specialist to supervise and direct her art education. At that time her leading schools of mines and technical schools were the envy and admiration of other colonies. But what a change has come over the scene! We hear no boast now of our elementary school system; while other countries are raising their school age we have lowered ours. Our training college is closed, our trainers have gone; the services of our imported expert in art, though a man in the front rank of his profession, have been discontinued; the £1,000 spent on the alterations to the model schools, and another large sum spent on models, have been sheer waste of money, seeing that advantage was never taken of the opportunities offered. Many of our best teachers have retired, some to other colonies, where they have received suitable employment; and those who are left point with no gratification to the fact that it will under the present system take any teacher, however capable, at least forty years to reach the top of the highest class of his profession—the natural object of his ambition. Our educational reports now contain little more than a statement of the great savings annually effected, teachers and officers retired here, schools amalgamated there, expenses curtailed everywhere. The evident intention is to save money, and to justify afterwards. The same wretched cheese-paring has been carried out in the technical schools, with the result that the effectiveness of many of them has been destroyed. I always thought that to have a universal and thorough system of education was one of the first claims of democracy, but, singular to say, the great savings referred to have been brought about by a democratic Government."

SHOULD AULD ACQUAINTANCE BE FORGOT?

ONE more page is turned, and never again shall I see my old violin master walk in at Biarritz on a stormy morning, his little bent figure hidden in an ample mackintosh, and his high boots well fitted for the miry roads. His wizened face had a kindly smile as he took up his violin and tuned it. One felt he was master of his instrument as he played a few runs with a delicate firm touch. I remember his pointing to a very knobby joint in his wrist, and exclaiming: "Tout le violon c'est là"—meaning that no full sweet sound would come unless the wrist were flexible. He was very energetic in speech, and he startled me once by an outburst of indignation at my dragging a passage which ought to have gone quicker—"Croyez vous que je vais vous laisser tranquille là, je veux vous secouer sur votre chaise." But he had his milder moments, when he would praise with a faint rebuke and quote a Gascon proverb: "Coq chen sau," literally "Coke without salt"—meaning something good which might be better. Some of his musical advice seemed to be much akin to moral teaching: "Il faut s'écouter l'un l'autre," he used to say, when two or more instruments were playing together, and there seemed to be more in it than met the ear at first. I am afraid we are usually fonder of listening to ourselves than of listening to others, and this produces confusion.

Some further advice which my old master gave struck me as rather worldly wisdom such as Lord Chesterfield might have uttered: "Il faut imposer aux gens." That is, if you make a mistake, brazen it out, and do not let any one think it is a mistake; only play on boldly. It seems rather a perversion of the plucky saying: "Don't know when you are beaten." How emphatically he would repeat at times, "Le bras doit être mort, mort"; and then in some delicate passage he would say in a softer voice: "Caressez les notes"; and in a *forte* passage he would cry out "Tapez, tapez le violon, soyez hardie."

He had a quaint way of telling me to put more variety of expression into one of De Bériot's charming *Études*: "Il faut y mettre toutes les herbes de St. Jean," and then he explained it by saying that the country people round Biarritz make a cross of all sorts of flowers and grasses on St. John's Day, and hang it over their doors, and the greater variety of flowers there is the better and luckier for them.

Among his anecdotes was one of Viotti, whose music we were playing. He said that this composer, having been attacked by robbers, afterwards wrote a duet to express his feelings at the time. This reminds me of a Belgian gentleman who, in a boar-hunt in the Estrelles, near Cannes, missed firing when the boar was driven past him, and, on being asked why he had lost his opportunity, he said: "J'avais des émotions."

Several winters passed during which I regularly took lessons from my old friend, but, finding that his failing eyes prevented his reading any new music, I had recourse to a younger man to help me in learning some modern pieces, though I enjoyed far more the classical music which Monsieur J. knew so well how to interpret. I was a little apprehensive that one day my two masters might meet face to face, but I managed to keep them apart. I am more and more convinced that we should require from those who teach or serve us what they can do best, and not be disappointed that they cannot give us everything we want.

Are republics more musical than empires? Or is it that a republic cares more for the welfare of provincial life and does not concentrate its public life in a capital? Anyhow, the fact remains that the Musical School of Bayonne received no help from Napoleon III., while the Republic gives 1,000 francs a year and musical instruments, so that any native talent may have a chance of showing itself. My old master was the head of this Musical School, and described his horror one day, as he was on the way to his class, at seeing his pupils scrambling out of the attic window of one of the class-rooms, and picking their perilous steps on the parapet of the school. "I put a stop to that sort of thing," he added, "for I could not afford to have my nerves shaken by these school-boy pranks."

It was Monsieur J. who was the means of bringing forward a genius now well known in the musical world. Years ago Madame S. and her boy of about nine years old were staying at Bayonne, when Madame S. died suddenly of cholera. Monsieur J. had heard the boy play the violin, and was convinced that his musical talent was worth cultivating; he therefore asked a Bayonne friend of his, whose generosity was well known, whether he would bear the expense of the boy's education in Paris. The friend willingly agreed, and Monsieur J. wrote to the father of the boy, and asked whether he would consent to this. Monsieur S. at first refused, and begged that his son should be sent home to him at once. Monsieur J. was not a man to be balked in his plans, and he wrote again and urged the father not to refuse this opportunity of carrying on his son's musical education; he at last prevailed, and carried the boy off to Paris, where Alard, the Directeur of the Conservatoire, when he had heard him play, at once admitted him as a pupil.

Years after, the boy who had grown to be a man, and had won European fame, came to Bayonne and played to his old friend Monsieur J., who had started him on his successful career. The old man told me this with pride and unfeigned pleasure at the gratitude shown by the man of genius, whose unusual gifts he had discerned and fostered.

And now my old master has gone, but not without having left grateful memories behind him.

B. L. TOLLEMACHE.

HIGHER COMMERCIAL EDUCATION CONFERENCE.

THE Conference on Higher Commercial Education was held on July 9 at the Guildhall. The meeting was most successful. Delegates came from the four quarters of the United Kingdom. Among the four or five hundred who attended were representatives from County Councils, municipal bodies, School Boards, grammar schools, polytechnics, and the various associations interested in education, and, what is more important still, the various chambers of commerce throughout the country, that represent the practical side of the question, were very largely represented. The papers, for the most part, were excellent; and the

debate was generally kept at a very high level. Most deliberative assemblies have a tendency to degenerate into a sort of "babble shop," where the majority of speakers either speak for the pleasure of speaking, or for airing some hole-and-corner theory of their own. Imperial Parliament itself is not altogether immune from this weakness; but, in this case, the present congress erred on the side of excess in sound wisdom and suggestions rather than defects, or, as one speaker plaintively put it, so many "good things" were said at the congress that we had all a fair chance of suffering from mental indigestion. We believe that the proceedings of the congress will shortly be published in book form, so that all interested in the question will be able to assimilate at leisure this plethora of "good things." Nor did the conference separate without arriving at some definite results; before dissolving itself it decided that the organizing committee (with power to add to their number) should formulate and carry out in a scheme the result of the conference. Altogether it was a well-spent day; the principle of the necessity of a sound general education was upheld, early specialization denounced, and the vital need of commercial education brought nearer home to the business man, who has hitherto adopted a somewhat Gallic attitude on these matters.

Proceedings opened under the chairmanship of Sir Albert Rollit, who, in his opening address, said better commercial education was needed, but it must not be procured at the cost of general education, which should remain intact. The clerks were improving, but not fast enough, and we had still leeway to make up; but the Gresham College hard by was an earnest of what Englishmen could effect in commercial education if they wished; and we of the nineteenth century had good hopes of doing what our forefathers of the sixteenth century had done. Sir John Gorst said commercial pursuits had now become the subject of universal competition. We must not rely alone on our own innate capacity and hereditary talents; for education which meant the *mise en valeur* of these was almost as important a factor as heredity. Those who opposed education to-day were using the same arguments as those who opposed the improvement in the Navy ten years ago; but, if we wished to hold our own, we must be as well armed and equipped, not only on the seas, but in the schools, as our neighbours.

Dr. Wormell, in his paper, insisted on the value hereafter in commerce of the character, training, and development of the intelligence that a boy underwent at school, and complained that the merchant did not take sufficient note of the school record. Mr. Bourne regretted the want of uniformity in the teaching of modern languages. Mr. Somerville, of Eton, who spoke as belonging to a secondary school (most significant admission in the light of the new Bill on the subject), pleaded for thoroughness. Mr. Eve started an interesting discussion on the small inducement for a smart boy to go into commerce. Mr. Albert Spicer made an interesting comparison between the business career of the Board-school boy and the secondary boy—the first goes ahead at the start, for what he knows he knows well; the latter, however, comes to the front when questions of thoughtfulness and responsibility come in. We all know the cause of this—not the Board-school masters, certainly; but the hugeness of the classes they have to handle, which renders the development of the individual difficult.

Mr. Guy Pym, M.P., explained why, as Chairman of the Harper Trust, he had backed the new Secondary Bill now before Parliament. Most interesting papers were read by Dr. Garnett, Mr. Barlow, and Sir Philip Magnus (*vice* his son), the latter adding most interesting comments of his own. Dr. Scott spoke of the advantages the separation of technical education from secondary would involve, and was very sympathetically received. Colonel Williams, M.P., and Mr. Brereton pleaded for some definite resolution to be taken before the conference separated. To get together such an array of experts, according to the latter, was to imitate the brave old Duke of York and the ten thousand men he led out and home. "Mr. Macan," as one speaker said, "was nothing if not sanguine," in the airy way he dealt with educational difficulties in his paper on "Higher Commercial Education." A particularly thoughtful paper on the same subject, by Professor Hewins, won the warm approbation of Sir Bernhard Samuelson. Nor did the expert and pedagogue have the field to themselves. A large number of business men also spoke: Mr. Brigg, M.P., Messrs. Rowlett, Hutcheson, Crosier, S. W. Boulton, F. Debenham, and many others, whose names, did space allow, ought not only to be cited, but their speeches given in full.

ANNUAL EXHIBITION AT THE "HUGH MYDDELTON" SCHOOL.

THE School Board for London certainly deserves a word of commendation for its annual exhibition of drawings, designing in paper and colour, kindergarten, modelling in clay and cardboard, woodwork, dressmaking, &c., executed in the various schools of the Board, for it serves to remind the public—teachers and scholars included—that a fair standard can be attained, even under present conditions, and that good work is being done. The Exhibition was opened by Lord Reay, G.C.S.I., Chairman of the Board, on July 15,

and remained open for five days. It was well attended by "interested parties"—teachers, parents of exhibitors, and by the children themselves—but might easily obtain, as it deserves, more notice from the public. The Art Section showed some excellent work and careful teaching; though, of course, it is only fair to remember that the examples exhibited are selected from a large number, the Board having now some 520,000 scholars under its care. The groups displayed paintings in sepia and drawings from the cast, designs for silk hangings and wall-papers, stencilling models, studies in drapery, in still life, painting from objects—a metal inkstand and book were specially well rendered—brushwork, modelling in clay, in plasticine, alabastine, and similar substances. Some of these, coloured and on decorative backgrounds, had a pleasing effect. The tones for some decorative monochromes had been well chosen, and these also were effective. Drawing from the flat is decreasing, and by next year—according to the statement of one of the art masters—will disappear from the Board's art programme. There are twelve art masters now employed by the Board. In South London, selected children are sent to schools which we may call centres, and receive instruction in common. In North London, the system is different: ex-seventh-standard children are presented for the second-grade examinations of South Kensington, and these do the work in their own schools, under ordinary class teachers who have studied art.

The recent arrangement by which the Education Department assumes supervision of drawing instead of South Kensington will doubtless prove advantageous in the development of the manual instruction programme, since the two subjects cannot well be separated. Many of the designs of cardboard and paper work had first been drawn by the student, cut out, pasted on, or otherwise used in the model—evidencing a notable degree of neat-handedness. Exercises were carefully graduated from Standard I. to ex-standards. Amongst the cardboard designs were a couple of admirable sets, embracing water jug, two glasses, and tray, with suitable designs; several card trays, block letters, and other objects. Some idea of the magnitude of the manual instruction now given by the Board may be gathered from the fact that, including assistants, there are 250 instructors. The woodwork deserved attention, much of it being accurate and solid. Brackets, draught-boards, frames, trays, boxes, T and L squares, pen-trays, were well represented. The training must be of great value to the scholars.

The kindergarten is in the basement of these large schools. Though last, it is not least, and is evidently the genuine work of small people. The usual illustrations of gifts and occupations in clay modelling, brush, bead, pea work, paper folding, straw plaiting, colour stitching, ring and paper work, were on view. Specific subjects, such as a doll's house, showed how much ingenuity and variety a single subject may require.

In one particular doll's house the wall had been papered by brush work, the carpets were plaited paper and felt weaving, the furniture was of pea and stick work, the chimney-piece of bricks and tablets, the toilet service was modelled out of clay, picture-frames were made of straw, enclosing some gem in brush work. The curtains were knitted in one room, and of bead-work in another. The children, aged four to seven, had painted and glazed the house themselves. One poor school had very neat doll furniture in cardboard and wool work.

Another school had illustrated the school aquarium in coloured stitching, clay modelling, cutting out, colouring, ring and stick work. The children were from four to five years of age, and no animals save those that had been kept in the school were illustrated. Here and there the whole work of a class was sent, and not only the best sample. Some youthful scholars had pressed their own leaves, and then drawn, stitched, or coloured copies of them. One school—Brockley Road—which rejoices in nine small plots of ground, devoted to the scholars' experiments, had the proud pre-eminence of sending a potted strawberry plant, whose growth must surely have been well observed, but which, nevertheless, had real strawberries properly and naturally attached to calices. The work of the blind and deaf children was duly represented, and some excellent specimens were sent from the schools of special instruction. No cookery or laundry, and very little sewing, were sent this year; but it is understood that a separate exhibition of these will shortly be arranged. A certain space was devoted to dressmaking and tailoring.

THIS is what the Bishop of London is reported in the papers to have said:—"People knew nothing about education and cared nothing. England really possessed no public opinion and was entirely indifferent in the matter. All people troubled about was getting their children pushed through school, and they seemed to regret that education could not be laid on by means of a pipe like gas and water, and that the sooner the pipe was detached the better. He felt he was not exaggerating when he said that that was the opinion of the general body of Englishmen on the question." Dr. Creighton well expresses the root of the difficulty in all "education questions." The general public does not care. Consequently there is in England at present no public opinion on the matter.

MR. EDWARD ARNOLD'S EDUCATIONAL LIST.

AN ILLUSTRATED SCHOOL GEOGRAPHY.

By ANDREW J. HERBERTSON, M.A., F.R.G.S.,

Lecturer in Geography in the Heriot-Watt College, Edinburgh; and formerly in the Owens College, Manchester. With 16 pages of coloured Maps, numerous Diagrams, and Photographs of Relief Maps, and several hundred magnificent Illustrations. Large 4to (about 12 by 10 inches), 5s.

[Ready before the beginning of next term.]

RICHARD II.

(In ARNOLD'S SCHOOL SHAKESPEARE. General Editor, J. CHURTON COLLINS.) Edited by C. H. GIBSON, M.A., Assistant-Master at Merchant Taylors' School. Cloth, 1s. 6d.

THE MERCHANT OF VENICE.

(In ARNOLD'S SCHOOL SHAKESPEARE.) Edited by C. H. GIBSON M.A. Cloth, 1s. 3d.

MACAULAY'S LAYS OF ANCIENT ROME.

(In ARNOLD'S BRITISH CLASSICS FOR SCHOOLS.) Edited by L. R. A. DU PONTET, B.A., Assistant-Master at Winchester College. Cloth, 1s. 6d.

FRENCH WITHOUT TEARS.

A Graduated Series of French Reading Books, carefully arranged to suit the requirements of quite young Children beginning French. With Humorous Illustrations, Notes, and Vocabulary. By Mrs. HUGH BELL, Author of "Le Petit Théâtre Français." Crown 8vo, cloth.

Book I., 9d. Book II., 1s. Book III., 1s. 3d.

A FIRST FRENCH READER.

With Exercises for Retranslation and Vocabularies. Edited by W. J. GREEN-STREET, M.A., Headmaster of the Marlborough School, Stroud. Second Edition, crown 8vo, cloth, 1s.

A FIRST FRENCH COURSE.

By JAMES BOIELLE, B.A. (Univ. Gall.) Officier d'Académie, Assistant Examiner in the University of London, Senior French Master at Dulwich College, &c. With Grammar, Exercises, and Vocabularies. Crown 8vo, cloth, 1s. 6d.

A NEW FRENCH READING BOOK.

LE MASQUE DE FER.

Episode from ALEXANDRE DUMAS' "Vicomte de Bragelonne." Edited, with Introduction and Notes, by R. L. A. DU PONTET, M.A., Assistant-Master at Winchester College. Crown 8vo, 3s.

LESSONS IN GERMAN.

A graduated German Course, with Exercises and Vocabulary. By L. INNES LUMSDEN, Warden of University Hall, St. Andrews. Crown 8vo, 3s.

CÆSAR.—GALLIC WAR.

Books III.—V.—Edited for the use of Schools by M. T. TATHAM, M.A. With Map, Plans, and Illustrations. Crown 8vo, cloth, 1s. 6d.

A LATIN TRANSLATION PRIMER.

With Grammatical Hints, Exercises, and Vocabulary. By G. B. GARDINER, M.A., D.Sc., Assistant-Master at Edinburgh Academy, and ANDREW GARDINER, M.A. 120 pp., crown 8vo, cloth, 1s.

A FIRST LATIN COURSE.

By GEORGE B. GARDINER, M.A., D.Sc., and ANDREW GARDINER, M.A. Crown 8vo, cloth, 2s.

ALGEBRA.

Part I. "The Elements of Algebra," including Quadratic Equations and Fractions. By R. LACHLAN, Sc.D., formerly Fellow of Trinity College, Cambridge. Crown 8vo, cloth, with or without Answers, 2s. 6d. Answers separately, 1s.

THE ELEMENTS OF EUCLID.

Books I. and II. By R. LACHLAN, Sc.D., formerly Fellow of Trinity College, Cambridge. A New and Revised Edition. Crown 8vo, cloth, 1s. 6d.

A HISTORY OF ENGLAND.

By C. W. OMAN, M.A., Fellow of All Souls' College, and Lecturer on History at New College, Oxford. Author of "Warwick the Kingmaker," &c. 760 pp., Second and Revised Edition, crown 8vo, cloth, 5s. Also in Two Parts, 3s. each. Part I. from the Earliest Times to 1603; Part II. from 1603 to 1885. Also the Pupil Teacher's Edition in Three Parts. Division I., to 1307, 2s.; Division II., 1307-1638, 2s.; Division III., 1638-1885, 2s. 6d.

LESSONS IN OLD TESTAMENT HISTORY.

By the Ven. A. S. AGLAN, Archdeacon of St. Andrews, formerly Assistant-Master at Marlborough College. 450 pages, with Maps, 4s. 6d.

Mr. Edward Arnold's Complete Educational Catalogue will be forwarded, post free, on application.

LONDON: EDWARD ARNOLD, 37 BEDFORD STREET, STRAND.

MESSRS. METHUEN'S LIST.

WORKS BY A. M. M. STEDMAN, M.A.

Initia Latina: Elementary Lessons in Latin Accidence. Second Edition. Fcap. 8vo, 1s.

First Latin Lessons. Fourth Edition, Enlarged. Crown 8vo, 2s.

First Latin Reader. With Notes adapted to the Shorter Latin Primer and Vocabulary. Fourth Edition, Revised. 18mo, 1s. 6d.

Caesar.—The Helvetian War. With Notes and Vocabulary. Second Edition. 18mo, 1s.

Livy.—The Kings of Rome. With Notes and Vocabulary. Illustrated. 18mo, 1s. 6d.

Easy Latin Passages for Unseen Translation. Fifth Edition. Fcap. 8vo, 1s. 6d.

Exempla Latina: First Exercises on Latin Accidence. With Vocabulary. Crown 8vo, 1s.

Easy Latin Exercises on the Syntax of the Shorter and Revised Latin Primer. With Vocabulary. Seventh and Cheaper Edition, Revised. Crown 8vo, 1s. 6d. Issued with the consent of Dr. KENNEDY.

The Latin Compound Sentence: Rules and Exercises. Crown 8vo, 1s. 6d. With Vocabulary, 2s.

Notanda Quaedam: Miscellaneous Latin Exercises on Common Rules and Idioms. Third Edition. Fcap. 8vo, 1s. 6d. With Vocabulary, 2s.

Latin Vocabulary for Repetition: Arranged according to Subjects. Seventh Edition. Fcap. 8vo, 1s. 6d.

A Vocabulary of Latin Idioms and Phrases. 18mo, 1s.

Steps to Greek. 18mo, 1s.

Easy Greek Passages for Unseen Translation. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Vocabulary for Repetition. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Testament Selections. With Introduction, Notes, and Vocabulary. Third Edition. Fcap. 8vo, 2s. 6d.

Steps to French. Third Edition. 18mo, 8d.

First French Lessons. Second Edition. Crown 8vo, 1s.

Easy French Passages for Unseen Translation. Third Edition. Fcap. 8vo, 1s. 6d.

Easy French Exercises on Elementary Syntax. With Vocabulary. Second Edition. Crown 8vo, 2s. 6d. KEY, 3s. 6d. net.

French Vocabulary for Repetition. Sixth Edition. Fcap. 8vo, 1s.

SCHOOL EXAMINATION SERIES.

EDITED BY A. M. M. STEDMAN, M.A.
Crown 8vo, 2s. 6d.

French Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Ninth Edition. A KEY, issued to Tutors and Private Students only, to be had on application to the Publishers. Fourth Edition. Crown 8vo, 6s. net.

Latin Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Eighth Edition. KEY, Third Edition (issued as above), 6s. net.

Greek Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Fifth Edition, Enlarged. KEY, Second Edition (issued as above), 6s. net.

German Examination Papers in Miscellaneous Grammar and Idioms. By R. J. MORICH, Manchester Grammar School. Fifth Edition. KEY, Second Edition (issued as above), 6s. net.

History and Geography Examination Papers. By C. H. SPENCE, M.A., Clifton College. Second Edition.

Science Examination Papers. By R. E. STERL, M.A., F.C.S., Chief Natural Science Master, Bradford Grammar School. In Three Vols. Part I., Chemistry. Part II., Physics.

General Knowledge Examination Papers. By A. M. M. STEDMAN, M.A. Third Edition. KEY, Second Edition (issued as above), 7s. net.

CLASSICAL TRANSLATIONS.

EDITED BY H. F. FOX, M.A., Fellow and Tutor of Brasenose College, Oxford.

Cicero.—De Natura Deorum. F. BROOKS, M.A., late Scholar of Balliol College. Crown 8vo, 3s. 6d.

Cicero.—De Oratore I. E. N. P. MOOR, M.A., late Assistant-Master at Clifton. Crown 8vo, 3s. 6d.

Cicero.—Pro Milone, Pro Murena, Philippic II. in Catilinam. H. D. BLAKISTON, Fellow and Tutor of Trinity College, Oxford. Crown 8vo, 5s.

Horace.—Odes and Epodes. A. D. GODLEY, M.A.

Sophocles.—Electra and Ajax. E. D. A. MORSEHEAD, M.A., Assistant-Master at Winchester. Crown 8vo, 2s. 6d.

Aeschylus.—Agamemnon, Choephoros, Eumenides. LEWIS CAMPBELL, M.A., LL.D., late Professor of Greek at St. Andrews. Crown 8vo, 5s.

Lucian.—Six Dialogues (Nigrinus, Icaro-Menippus, Cock, Ship, Parasite, Lover of Falsehood). S. T. IRWIN, M.A., Assistant-Master at Clifton. Crown 8vo, 3s. 6d.

Tacitus.—Agricola and Germania. R. B. TOWNSEND, M.A., late Scholar of Trinity College, Oxford. Crown 8vo, 2s. 6d.

METHUEN'S COMMERCIAL SERIES.

EDITED BY H. DE B. GIBBINS, D.Litt., M.A.

British Commerce and Colonies from Elizabeth to Victoria. By H. DE B. GIBBINS, D.Litt., M.A., Author of "The Industrial History of England," &c. Second Edition, 2s.

Commercial Examination Papers. By H. DE B. GIBBINS, D.Litt., M.A. 1s. 6d.

The Economics of Commerce. By H. DE B. GIBBINS, D.Litt., M.A. 1s. 6d.

A Primer of Business. By S. JACKSON, M.A. 1s. 6d.

German Commercial Correspondence. By S. E. BALLY. Crown 8vo, 2s. 6d.

A Manual of French Commercial Correspondence. By S. E. BALLY. 2s.

A French Commercial Reader. By S. E. BALLY. 2s.

Commercial Geography, with special reference to the British Empire. By L. D. LYDE, M.A. 2s.

Commercial Arithmetic. By F. G. TAYLOR, M.A. 1s. 6d.

Précis Writing and Office Correspondence. By E. E. WHITFIELD, M.A. 2s.

RECENTLY PUBLISHED.

A History of Shrewsbury School. By G. W. FISHER, M.A. With numerous Illustrations. Demy 8vo, 7s. 6d.

A History of Westminster School. By J. SERGEANT, M.A. With numerous Illustrations. Demy 8vo, 7s. 6d.

A History of Eton College. By W. STERRY, M.A. With numerous Illustrations. Demy 8vo, 7s. 6d.

The Decline and Fall of the Roman Empire. By EDWARD GIBBON. A New Edition. Edited, with Notes, Appendices, and Maps, by J. B. BURY, M.A., Fellow of Trinity College, Dublin. In Seven Volumes. Demy 8vo, gilt top, 8s. 6d. each; crown 8vo, 6s. each. Vol. VI.

"The time has certainly arrived for a new edition of Gibbon's great work. . . . Professor Bury is the right man to undertake this task. His learning is amazing, both in extent and accuracy. The book is issued in a handy form and at a moderate price, and it is admirably printed."—*Times*.

"Gibbon's immortal work has never been presented in so convenient a shape."—*Guardian*.

Test Cards in Euclid and Algebra. By D. S. CALDERWOOD, Headmaster of the Normal School, Edinburgh. In a Packet of 40, with Answers. 1s.

A set of cards for advanced pupils in elementary schools.

Volumetric Analysis. By J. B. RUSSELL, Science Master at Burnley Grammar School. Crown 8vo, 1s.

A small Manual, containing all the necessary rules, &c., on a subject which has hitherto only been treated in expensive volumes.

A Key to Stedman's Easy French Exercises. By G. A. SCHRUMPF. Crown 8vo, 3s. net.

Carpentry and Joinery. By F. C. WEBBER. With numerous Illustrations. Crown 8vo, 3s. 6d. [*Handbooks of Technology*]

A Manual for technical classes and self-instruction.

A Short History of Rome. By J. WELLS, M.A., Fellow and Tutor of Wadham College, Oxford. With 4 Maps. Crown 8vo, 3s. 6d.

"An original work, written on an original plan, and with uncommon freshness and vigour."—*Speaker*.

Taciti Agricola. With Introduction, Notes, Map, &c. By R. F. DAVIS, M.A., Assistant-Master at Weymouth College. Crown 8vo, 2s.

Taciti Germania. By the same Editor. Crown 8vo, 2s.

Passages for Unseen Translation. By E. C. MARCHANT, M.A., Fellow of Peterhouse, Cambridge, and A. M. COOK, M.A., late Scholar of Wadham College, Oxford; Assistant-Masters at St. Paul's School. Crown 8vo, 3s. 6d.

This book contains two hundred Latin and two hundred Greek Passages, and has been very carefully compiled to meet the wants of the V. and VI. Form boys at Public Schools. It is also well adapted for the use of Honourmen at the Universities.

Exercises in Latin Accidence. By S. E. WINBOLT, Assistant-Master in Christ's Hospital. Crown 8vo, 1s. 6d.

An elementary book adapted for Lower Forms, to accompany the Shorter Latin Primer.

"Accurate and well arranged."—*Athenæum*.

Notes on Greek and Latin Syntax. By G. BUCKLAND GREEN, M.A., Assistant-Master at the Edinburgh Academy, late Fellow of St. John's College, Oxon. Crown 8vo, 3s. 6d.

Notes and explanations on the chief difficulties of Greek and Latin Syntax, with numerous passages for exercises.

"Well arranged, clear, and extremely useful."—*School Guardian*.

In a few days. Crown 8vo, price 7s. 6d.

WORK AND PLAY IN GIRLS' SCHOOLS.

By Three Headmistresses:

MISS DOROTHEA BEALE,

Principal of the Cheltenham Ladies' College;

MISS LUCY H. M. SOULSBY,

Of Bouverby Park School; late Headmistress of the Oxford High School;

AND

MISS J. FRANCES DOVE,

Of Wycombe Abbey School; late Headmistress of St. Leonard's School,
St. Andrews, N.B.

CONTENTS:—

SECTION I.—INTELLECTUAL EDUCATION.

Edited by DOROTHEA BEALE,

Principal of the Cheltenham Ladies' College; formerly Mathematical and Classical
Tutor, Queen's College, London.

Introduction	...	Dorothea Beale
A Few Practical Precepts	...	" "

PART I.—HUMANITIES.

English Language Generally—Reading, Writing, Grammar,		
Composition	...	Dorothea Beale
Classical Studies	...	William H. D. Rouse, M.A.
Modern Languages	...	Dorothea Beale
Spelling Reform	...	" "
History as an Educational Subject	...	" "
Teaching Modern History to Senior Classes	...	Alice Andrews
The Teaching of Ancient History	...	Mary Hanbridge, M.A.
Time-Maps	...	Dorothea Beale
Economics for Girls	...	Margaret Bridges
English Literature	...	Amy Lumby
Philosophy and Religion	...	Dorothea Beale

PART II.—MATHEMATICS.

Arithmetic	...	Dorothea Beale
Mathematics	...	" "

PART III.—SCIENCE.

Introduction—Psychological Order of Study, with special		
reference to Scientific Teaching	...	Dorothea Beale
The Teaching of the Biological Sciences	...	Charlotte L. Laurie
Geography	...	Margery Reid, B.Sc. (Lond.)
Physics	...	Agatha Leonard, B.Sc. (Lond.)
The Teaching of Chemistry	...	Clare de Brereton Evans, D.Sc. (Lond.)

PART IV.—ÆSTHETICS.

Introduction—Art	...	Dorothea Beale
Pianoforte Teaching	...	Domenico Barnett
The Violin	...	Lewis Hann
Class-Singing	...	Florence Mosley
Singing. Tonic Sol-fa	...	Rhoda Rooney
Elocution	...	Rose Seaton
Drawing, Painting, &c.	...	Pauline M. Randerson
Brush Drawing	...	Mary Farbrother
Painting	...	Arthur Richardson
Fresco	...	Eadie Reid
China Painting	...	Minna Crawley
Art Needlework	...	" "
Wood Carving, &c.	...	M. S. Lyndon Smith
Modelling	...	Evangeline Stirling
Sloyd	...	" "
Conclusion—Relation of School to Home	...	Dorothea Beale

SECTION II.—THE MORAL SIDE OF EDUCATION.

By LUCY H. M. SOULSBY,

Of Manor House School, Brondesbury, N.W.; late Headmistress of the Oxford
High School.

SECTION III.—CULTIVATION OF THE BODY.

By JANE FRANCES DOVE,

Of Wycombe Abbey School; late Headmistress of St. Leonard's School,
St. Andrews, N.B.

Index.

LONGMANS, GREEN, & CO., LONDON, NEW YORK, AND BOMBAY.

MACMILLAN & CO.'S LIST.

CLASSICAL SERIES.—NEW VOLUMES.

COMPLETION OF THE SCHOOL EDITION OF

HOMER.—ILIAD. Edited by W. LEAF, Litt.D., and Rev. M. A. BAYFIELD, M.A. Books XIII. to XXIV. 6s. [Just ready.]

Already published. Books I. to XII. 6s.

Spectator.—"This is an edition which can scarcely fail to make its way. We do not know of any that, for compactness, general utility, and inclusion of the latest results of criticism, can be compared to it."

THE PROMETHEUS VINCTUS OF ÆSCHYLUS. With Introduction and Critical and Explanatory Notes, by E. E. SIKES, M.A., Fellow and Classical Lecturer of St. John's College, Cambridge, and ST. J. B. WYNNE WILLSON, M.A., late Scholar of St. John's College, Cambridge. Fcap. 8vo, 2s. 6d.

SECOND EDITION, WITH NEW CHAPTER ON CHRISTIAN ETHIC. RELIGIOUS TEACHING IN SECONDARY SCHOOLS. Suggestions to Teachers and Parents for Lessons on the Old and New Testaments, Early Church History, Christian Evidences, &c. By the Rev. GEORGE C. BELL, M.A., Master of Marlborough College. Globe 8vo, 3s. 6d.

Church Quarterly Review.—"We welcome the appearance of this excellent little book. It is an attempt by a well known and successful headmaster to raise the standard of religious teaching in secondary schools. Such an attempt is sorely needed."

PRIMER OF PSYCHOLOGY. By EDWARD BRADFORD TITCHENER. Crown 8vo, 4s. 6d.

University Correspondent.—"The whole book is admirably conceived and executed. . . . We know of no better first book in psychology than this Primer."

UNIVERSITY OF LONDON, 1899.

MATRICULATION.

OVID.—METAMORPHOSES. XIII. and XIV. Edited by C. SIMMONS, M.A. 3s. 6d. [Jan., 1899.]

XENOPHON.—ANABASIS. Book IV. With Notes and Vocabulary. By Rev. E. D. STONE, M.A. 1s. 6d. [Jan., 1899.]

CICERO.—FIRST CATILINE ORATION. With Notes and Vocabulary. By Rev. G. H. NALL, M.A. 1s. 6d. [June, 1899.]

CICERO.—CATILINE ORATIONS. Edited by A. S. WILKINS. 2s. 6d. [June, 1899.]

HOMER.—ILIAD XXIV. With Notes and Vocabulary. By W. LEAF, Litt.D., and Rev. M. A. BAYFIELD, M.A. 1s. 6d. [June, 1899.]

ELEMENTARY GENERAL SCIENCE. By A. T. SIMMONS, B.Sc. (London), Associate of the Royal College of Science, London, Author of "Physiology for Beginners," &c., and LIONEL M. JONES, B.Sc. (London), Associate of the Royal College of Science, London, Science Master of St. Dunstan's College, Catford, S.E. Globe 8vo, 3s. 6d.

Educational News.—"This is an ideal manual for class use, and to teachers and pupils preparing for examinations it is simply invaluable."

ENGLISH GRAMMAR PAST AND PRESENT. In Three Parts. Part I.—Modern English Grammar. II.—Idiom and Construction. III.—Historical English: Word-Building and Derivation. With Appendices on Prosody, Synonyms, and other outlying subjects. By J. C. NESFIELD, M.A. Globe 8vo, 4s. 6d.

Educational News.—"Within its limits (470 pages) we know of no English Grammar—although we have some on our shelves exceeding 1,000 pages—so complete, so clear, and so unexceptionable as this."

INTERMEDIATE (1899).

VIRGIL.—ÆNEID. With Notes and Vocabulary. **Book IX.** By Rev. H. M. STEPHENSON, M.A. 1s. 6d. **Book X.** By S. G. OWEN, M.A. 1s. 6d.

EURIPIDES.—HIPPLYTUS. Edited by Rev. J. P. MAHAFFY, D.D., and J. B. BURY, M.A. 2s. 6d.

PLATO.—LACHES. Edited by M. T. TATHAM, M.A. 2s. 6d.

SHAKESPEARE.—CORIOLANUS. With Introduction and Notes. By K. DEIGHTON. 2s. 6d.; sewed, 2s.

MILTON.—POETICAL WORKS. Edited by DAVID MASSON. 3s. 6d.

LAMB.—THE ESSAYS OF ELIA. First Series. With Introduction and Notes. By N. L. HALLWARD, M.A., and S. C. HILL, B.A. 3s.; sewed, 2s. 6d.

MASSON.—LIFE OF MILTON. Vol. VI., pp. 1-161, 222-272, 561-605. 7s. 6d. net. (Specially printed for this Examination.)

B.A. (1899).

PLAUTUS.—CAPTIVI. Edited by A. R. S. HALLIDIE, M.A. 3s. 6d.

TACITUS.—HISTORIES. Books I. and II. Edited by A. D. GODLEY, M.A. 3s. 6d.

POPE.—ESSAY ON MAN. Epistles I.-IV. With Introduction and Notes. By Prof. E. E. MORRIS. 1s. 3d.; sewed, 1s.

SWIFT.—GULLIVER'S TRAVELS. With Preface by Sir H. CRAIK, K.C.B. 6s.

SCHILLER.—MARIA STUART. Edited by C. SHELDON, Litt.D. 2s. 6d.

SCHILLER.—WILHELM TELL. Edited by G. E. FASNAUGHT. 2s. 6d.

SCHILLER.—WALLENSTEIN, DAS LAGER. Edited by H. B. COTTEILL, M.A. 2s.

RICHELIEU. By RICHARD LODGE, M.A. 2s. 6d.

MACMILLAN & CO., LTD., ST. MARTIN'S STREET, LONDON, W.C.

LONDON UNIVERSITY EXAMINATIONS.

Special Subjects, 1899.

All texts are annotated and contain full Introductions. The Vocabularies are in order of the Text, and are preceded by two series of Test Papers.

MATRICULATION.

For January, 1899.

Ovid.—Metamorphoses XIII. INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY, with TEST PAPERS, *interleaved*, 1s. TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.

Ovid.—Metamorphoses XIV. (Uniform with the above in price and arrangement of parts.)

Xenophon.—Anabasis, Book IV. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, 1s. 6d.

For June, 1899.

Cicero.—In Catilinam I. INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY, with TEST PAPERS, *interleaved*, 1s. TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.

Cicero.—Pro Marcello. (Uniform with the above in price and arrangement of parts.)

Homer.—Iliad XXIV. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, 1s. 6d.

INTER. ARTS, 1899.

Livy.—Book IX. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A VOCABULARY, with TEST PAPERS, *interleaved*, 1s. A TRANSLATION, 2s. THE THREE PARTS IN ONE VOL., 5s. 6d.

Vergil.—Aeneid, Book IX. 1s. 6d.

Vergil.—Aeneid, Book X. 1s. 6d.

Vergil.—Aeneid, Books IX. and X. A VOCABULARY, with TEST PAPERS, *interleaved*, 1s. TRANSLATION, 1s. 6d.

History of Rome, 390–202 B.C. With TEST QUESTIONS, 4s. 6d.

Synopsis of Roman History, 390–202 B.C. 1s. 6d.

Plato.—Laches. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A VOCABULARY, with TEST PAPERS, *interleaved*, 1s. TRANSLATION, 1s. 6d. THE THREE PARTS IN ONE VOL., 5s. 6d.

Euripides.—Hippolytus. (Uniform with the above in price and arrangement of parts.)

History of Greece, 512–431 B.C. With TEST QUESTIONS. 4s. 6d.

Synopsis of Grecian History, Part I., to 495 B.C., and Part II., 495–405 B.C. With TEST QUESTIONS. 1s. each.

Shakespeare.—Coriolanus. 2s.

Milton.—Paradise Regained. 2s. 6d.

B.A., 1899.

Tacitus.—Histories, Book I. INTRODUCTION, TEXT, and NOTES, 3s. 6d. VOCABULARY, with TEST PAPERS, *interleaved*, 1s. A TRANSLATION, 1s. 6d. THE THREE PARTS IN ONE VOL., 5s. 6d.

Plautus.—Captivi. A TRANSLATION, with TEST PAPERS. 2s. 6d.

Demosthenes.—Meldias. TEXT and NOTES. 5s.

Demosthenes.—Meldias. A TRANSLATION, with TEST PAPERS. 3s. 6d.

Demosthenes.—Androtion. TEXT and NOTES. 4s. 6d.

Demosthenes.—Androtion. A TRANSLATION, with TEST PAPERS. 1s. 6d.

Sophocles.—Oedipus Coloneus. A TRANSLATION, with TEST PAPERS. 2s. 6d.

Addison.—Essays on Paradise Lost, Notes on. 2s.

Langland.—Piers Plowman. Prologue and Passus I.–VII. Text B. (as described). 4s. 6d.

History of English Literature, 1660–1798. (Being Vol. III. of the *Intermediate Text-Book of English Literature*.) 3s. 6d.

LONDON: W. B. CLIVE,

UNIVERSITY CORRESPONDENCE COLLEGE PRESS.

WAREHOUSE: 13 BOOKSELLERS ROW, STRAND, W.C.

THE JOURNAL OF EDUCATION.

A MONTHLY RECORD AND REVIEW.

SCALE FOR ADVERTISEMENTS.

PUBLISHERS' ANNOUNCEMENTS—	£. s. d.
Whole Page	5 10
Half Page	3 0 0
Quarter Page	1 15 0
Per Inch in Column	0 8 0

PREPAID RATES FOR SCHOOL ANNOUNCEMENTS—

Scholarships, Official Notices, &c.—6d. per line; minimum charge, 5s.
Situations Vacant and Engagements Wanted.—30 words for 2s.; each 10 words after, 6d.
Lectures, Classes, Non-Resident Engagements, &c.—48 words for 3s.; each 8 words after, 6d.

An extra fee of ONE SHILLING is charged on advertisements with OFFICE ADDRESS. Date of publication of next issue will be found at top left-hand corner of front page. [Advertisers are reminded that "Letters addressed to INITIALS or to FICTITIOUS NAMES at Post Offices are not taken in, but are sent at once to the Returned Letter Office."]

All Letters respecting Advertisements and Subscriptions should be addressed—"THE PUBLISHER," JOURNAL OF EDUCATION OFFICE, 86 FLEET STREET, LONDON, E.C. [If posted after August 13, address—3 BROADWAY, LUDGATE HILL, E.C.] Money and Postal Orders, on the Post Office, Ludgate Circus, E.C., should be made payable to WILLIAM RICE; Orders and Cheques may be crossed, "City Bank, Ludgate Branch." Postage Stamps can only be received at the rate of thirteen to the shilling.

If a receipt is required for an advertisement under 10s., a postcard or a stamped envelope must be enclosed.

Notice must be given of all remittances through the Post Office from abroad, stating full name and address of the sender; and all Foreign Money Orders should be "crossed."

American subscribers may conveniently remit through Mr. C. W. BARDEEN, 406 South Franklin Street, Syracuse, New York; or Messrs. E. L. KELLOGG & Co., 16 East 9th Street, New York.

LONDON: WILLIAM RICE, 86 FLEET STREET, LONDON, E.C.

AN EDUCATIONAL PATRIARCH—THOMAS HORLOCK BASTARD.

A NOTABLE centenarian lately passed to rest in the person of Thomas Horlock Bastard, Lord of the Manor of Charlton Marshall, Blandford. Born in 1796, he had just upon completed the hundred and second year of his age, showing but slight marks of senile decay until within a fortnight of his decease. He was a distinguished product of the altruistic sentiment of the closing century. Inheriting the tastes of his ancestors, he was, in early life, a keen sportsman. Advancing age on the part of his father led him to think of selling off his hunters and harriers—a course in which the son, from misgivings of the worthiness and profitableness of this absorbing pursuit of country gentlemen, willingly acquiesced, preferring a more ennobling life. The event stands as the starting point of a singularly prolonged and unwaveringly pursued career, just overlapping the Victorian Age, of humanitarian service, although he owned that he never afterwards saw the scarlet coats and hounds in full cry without a revival of his passion for the chase, requiring strong self-restraint to subdue.

The ardour of early manhood never misled Mr. Bastard into the idea that an enthusiast might reform the world in a lifetime. He took the acorn as his symbol of growth—developing through the ages. If success did not reward his disinterestedness so rapidly as he might have hoped, his zeal did not cool or his faith waver. The blessedness of doing good nerved him to fresh exertions and wider plans whenever seeming failures would have been counted by many as instances of "love's labour lost." And the sum of his life's devotion was an enviably great reward. In reply to a question of the writer while, a few years since, a guest of the "grand old man," he said: "Oh, yes; I can see a very marked improvement in the people round about me. They are better clothed, better housed, better fed, better taught, and far better mannered than formerly; but come and judge for yourself." He sallied forth, a splendid specimen of venerable English manhood, with the vigour of seventy rather than of ninety-five years. The estate was a model—labourers' cottages all substantially rebuilt, "porches and ovens" that would have pleased Lord Beaconsfield, abundant water supply and other healthful adjuncts, unknown aforesaid, and spacious gardens. Above all, the respectful greeting of cottager to the squire and response from squire to

cottage, was spontaneous, as from friend to friend. Thence to the Labourers' Club and Reading-Room, where we find a complete set of the *Penny Magazine*, the record of days when first the schoolmaster was abroad; when he, with Lord Brougham and other earnest advocates of popular culture, threw his energies into the far-seeing work of the "Useful Knowledge Society." Characteristic of the farm labourers of a former age, among whom none were lower than those of Dorsetshire, the first members of the Club were more eager for alimental than for mental favours. They wanted beer to be added to the Club fare. Mr. Bastard's concurrence was quite as characteristic. He had no wish to "rob the poor man of his beer," but he declined the responsibility of supplying it. "Take the management off my hands," he told them; "organize yourselves into a society; assume sole control; then you can make what regulations you please"—his desire being to hand over the whole to the members as a free gift so soon as they gained confidence in themselves to stand alone.

Mr. Bastard's philosophic insight, from the first, discerned that an intellectual scion grafted upon hereditary ignorance as a stock must be slow to reach full fruit-bearing. To change the metaphor, his material was not plastic to mould nor ready to take an impression. Life to the labourer in such a purely agricultural country had ever been one dire struggle for existence. At the outset, therefore, his educational efforts aimed at little more than the physical needs of his labourers. He knew that, for adults whose habits were formed, nothing could be done beyond encouraging them by improved home-surroundings and providing the means of innocent and simple recreation. His hopes were centred in the young, who, trained under more promising conditions, were to form the adults of the new generation. To the young his educational plans were directed, and his procedure displayed remarkable tenacity of aim and end. He sought "light and leading" from every source, and made his whole life subservient to his great educational purpose. His methods of inquiry were as scientific as were the subjects of his studies. He personified in his steady zeal the definition of culture as a little knowledge of everything and a full knowledge of a few things. His first pupil was himself. He felt that to teach he must first learn, and no student ever took more persistent pains. He travelled much at home and abroad in order to witness the working of the systems of Bell and Lancaster, of Pestalozzi, Fellenberg, Froebel, and others. From time to time he even entered into residence at the great schools of the Continent, so as personally to view and watch and absorb their *modus operandi*. He further sought friendship and counsel of the century's eminent educators in turn; among others, of the brothers Combe (George and Andrew), of William Ellis, founder of the Birkbeck Schools, of Dr. Hodgson and of Dr. Yeats—still happily with us as our foremost specialist on commercial education. He made, too, the acquaintance of Lady Byron (widow of the poet)—whose agricultural schools at Ealing and Newbold Verdon were salient features of the day—maintaining a correspondence and friendship with her ladyship throughout her life. He spent a considerable time in Scotland for the sake of a knowledge of the advanced system of farming in that country, with a view to the industrial improvement of the labourers on his own Manor of Charlton Marshall. His educational principles thus became definite and clear, and he put them into practice with firm faith in their force and efficiency.

When Mr. Bastard's educational principles took shape in methods he founded the Milldown School at Blandford, within a short distance of his own residence; and the history of this school is the history of the progress or the failure of his principles. As a pioneer of educational thought and action he was necessarily much in advance of the age, and more so in Dorsetshire than elsewhere. It is of interest, consequently, to know what these principles mainly were, and how far they have been verified in practice. He was profoundly convinced that education was a necessity, not for a class, but for all. Quite as strong was his conviction that every effort to raise the moral tone of the masses must be futile except in concert with efforts to raise the standard of their material well-being. The basis of his system of teaching and training was: "Mens sana in corpore sano." The laws of health and of productive industry were the *alpha* and *omega* of the means through which, he believed, must develop any higher mental, moral, and religious life, and to which all the schoolroom knowledge lent its aid.

A strong point with Mr. Bastard was the reasonableness and advantage of educating girls on the same lines and in the same classes as boys, to their mutual benefit. Children of both sexes were always admitted on equal terms to the Milldown School, and, to the end of his long life, he never saw reason to modify the practice.

A more vital point, which roused much local opposition for a length of time to his principles, hardly yet condoned, was the attitude he assumed with regard to specific religious instruction. While as ardent as any man for that religion in common life which binds our race in brotherhood, and towards which all mental culture tends, he held it as the undeniable right and privilege of parents to "build up in the faith" their own children. If creeds ought to be taught in school, then each creed ought to found and support its own school. Milldown School was open to all, as education was needed by all. It is the great glory of our State Church that the national education, so far as it had gone, was cared for by her pastorate, and a valid claim continues to the main control. But, with the diversity of religious persuasions which have sprung up and are legal, the Church's *exclusive* claims have lost their right of being; otherwise many children would lose their educational birthright, or, according to their parents' views, be taught error. Mr. Bastard was free-handed in every good work at Blandford, whether relating to the Church or other communion, as the clergy had reason to own. In his own school, whatever his religious convictions, he had to face the dilemma of creeds. He could not have the creed of the Church taught to all without injustice to many; while to have a diversity of creeds taught was impossible. He left dogmas, therefore, to parents and pastors, and disallowed them in the schoolroom.

In a feudal district like Dorsetshire, Mr. Bastard had to combat these controverted principles throughout his life. He was charged with making the worship of Mammon his ideal of youthful culture, to the neglect of our spiritual nature. Yet no one more than he advocated the development of every faculty with which our race is endowed. The head and front of his offending was that he would not admit creeds to be any part of his division of labour.

Again, with his belief in the equality of the intellectual powers of the sexes and of the benefit of their common teaching and training, he never wavered in his judgment, and, towards the close of his life, he declared to the writer that only good and no evil had ever arisen from the system.

Before he had reached his centenary he had fairly outlived the bitterness of conflict, and made friends of many who had become assured of his purity of motive and earnestness of purpose, while still unconvinced of the accuracy of his convictions. The generation, too, born into the educational and social conditions which he had introduced, was not shocked by doctrines and methods no longer new, or prejudiced against them to so appreciable a degree by old habits of thought. As he approached his hundredth year he re-endowed Milldown School, added to its appliances a completely furnished laboratory, unexcelled, if equalled, in any county school, and handed over the institution in perpetuity to trustees qualified by their educational knowledge and zeal, their religious persuasions, of whatever nature, being neither a bar nor recommendation to office. The occasion was a gala day in Blandford, when all sorts and conditions of men conjoined to do him reverence as a benefactor to mankind, presenting him with an address to acknowledge his beneficence, and, as dear to him, an album with photographs representative of his school and class-rooms. Beyond this, they raised funds and founded a scholarship, to be ever attached to the school, to keep his memory green. Once more, at his funeral, not long after, all Blandford was moved to mourn the loss of a tried and true friend, and the clergy, to their lasting honour, were conspicuous in the throng.

Mr. Bastard's activity centred around his own home and among his own people. His sympathies, however, were not confined to Dorsetshire. Wherever educational effort was making for good, his heart, hand, and influence were ready to aid. Among the later proofs of his wide benevolence was the support he gave to the Public Day Schools Company, which has established the numerous flourishing high schools for girls in every populous centre of English life. To such self-devoted pioneers, uncheered by public applause, unaided by State grants, but inspired by a living fervency in a sacred cause, education owes more than to sectaries and statesmen. Long before Board

schools were thought of they planted green oases in the desert of immemorial ignorance; and to them belongs primarily, rather than to Presidents and Committees of Council, the initiative of legislative Acts which have, in these last days, given to every English child born, and to be born, the national birth-right of education.

A. J.

TEACHERS.

By A PARENT.

I HAVE often wondered by what authority that race of public censors, commonly called teachers, arrogate to themselves the right to regulate the progress of humanity—first by putting infant nature into grammatical handcuffs, then by withdrawing a large portion of the wealth of this country to maintain an elaborate system of intellectual gambling and child racing, which they facetiously call education, and lastly by making a butt, upon every opportunity, of the long-suffering men and women who supply them with the aforesaid racing material and pay for its keep. One of this racing fraternity has recently pilloried us parents in the pages of this journal for the amusement of his fellows, and presumed to recognize among us a variety of classes. This is insufferable, and it is high time that the public generally were made aware that these teachers also may be divided into classes distinguishable by peculiar failings.

Take, for example, the *indifferent* teacher—a very common species. To him—I grieve to say it is oftener “him” than “her”—to him, the right attitude of the teacher to the pupil is that of Messrs. Dodson and Fogg to Mr. Pickwick. Says this teacher—eyeing his pupil—to himself, after the manner if not in the words of those astute gentry: “You may be a bundle of possibilities, or you may not. It may be credible that you have a character to be developed, or it may be incredible—Froebel, I am told, says so. I don’t read Froebel. Anyway, it won’t affect my salary. That depends on the University examiners, and I’ve squared them and got my B.A. You may go to your seat and finish that sum as best you can. I shall get the costs out of your parents.” Then there is the *ambitious* teacher, who stands at the other pole and believes that the right relationship between teacher and pupil is that between the Deity and Adam. In the opinion of this teacher his pupil is but a lump of clay given him to mould into any shape he pleases. This kind swears loudly by Pestalozzi, Froebel, Herbart, Spencer, and other heathen gods unknown to us parents, who are worshippers of the one true god—Get-on. He foregathers with others of like nature in vain conferences, and issues joint memoranda, which the N.U.T., who knows not these gods but bows down to a very strict god named Code, promptly denounces. And, generally, he believes that the world is supported not, as the Indians think, upon the back of an elephant, but upon a blackboard. Again, there is the merely *fussy* teacher; and this, I fear, is more often she than he, though I have known a school-master who could never do anything except in tabular form. His drawers were full of innumerable little nib boxes, in which he kept everything separate; and even his gold, silver, and copper were in different compartments of his purse, though, to be sure, there was never much of the first. This kind regards the relationship between teacher and pupil as not dissimilar to that between Mrs. Tidy and Sarah Jane, her housemaid. Instruction and education are of little moment. The main thing is to see that the pupil’s desk is in apple-pie order, all her books covered with brown paper, her pen carefully wiped and put in its groove, every ink-stain on the desk removed with salts of lemon, all lines in her exercise book carefully drawn with a ruler, and her Euclid figures made, not by hand, but with compass and protractor, and, generally, everything that is of minor importance carefully attended to—not to the exclusion of what is greater, of course, but *first*. Then we have the *firm* teacher, who doesn’t believe in allowing any liberties, and thinks that the right relationship of the teacher is that of Napoleon to the people of Europe. In the opinion of this teacher the race of boys was created to do him reverence, but perverted, by the evil influence of weak parents, into constitutional falsehood and insolence. With him an excuse is *prima facie* lying, headaches are conspiracy, forgetfulness is wilful deceit, and, generally, all those little manifesta-

tions of the old Adam which many learned pundits regard as the germs whence careful and kindly training brings forth the ripe fruit of law-abiding citizenship are deliberate attempts to diminish that pompous dignity which is the teacher’s chief recommendation in his own eyes. Yet another class—the *idolatrous* teacher. This sort is of both sexes, and the name of its god is Legion. It acts, more or less consciously, as if the relation of teacher to pupil were that of the mild Hindu to the car of Juggernaut; for it suffers from a chronic frenzy of prostration. I have seen it bow before, and give extra marks to, a pair of blue eyes or a lock of flaxen hair. It grovels sometimes before an infant duchess or an infant prodigy. It has been known to excuse tasks, and even give half-holidays, to a safe bat or a cap-trick performer, while a bouquet of choice flowers, administered just before morning school, or an invitation to dine with “father” at seven, has been known to wreck utterly its powers of discipline. And, lastly, we have the *distorted* teacher, of whom we parents know least, and, therefore, perhaps, think most, since ignorance breeds honour, as well as bliss. This sort believes the relation between teacher and pupil to be that between petitioner and respondent when the decree *nisi* has been made absolute—to wit, nullity. For him the pupil is but the envelope that encloses his terminal cheque, to be, like it, cast away when the contents have been abstracted, which may be gold and silver, the charms of a long vacation, the annexation of a portion of the alphabet, the revenue of a boarding-house, or, if the gods are kind, a bishopric. But in no case are the contents a human soul whose ultimate welfare or illfare will be required at his hands when he appears before the bar of Justice or the registry of Fame. Yet these things are not done upon the housetop. To the world of parents these are good men and true, stamped with the *imprimatur* of ancient and venerable Universities, distinguished by a reverend and even portly carriage, fathers of families, and pillars of the State. Only in the writings of those heathen gods aforesaid and the mute anguish of unhappy “mother,” looking tearfully through the steam of the tea-kettle at the blank face of unhappy “father,” when the mystic word “plucked” is heard across the cake and muffins, is any stock taken of powers and possibilities, thought and training, whereof these mighty moulders of the nation’s fate know little and care less.

Thus I have matched our carping pedagogue’s half-dozen classes of peculiar parents with a half-dozen of typical teachers. Like him, I have been collecting faulty diamonds for the reader’s inspection, and like him I have omitted that *koh-i-noor*, the perfect pedagogue, and for the same reason that he omitted the perfect parent—that he is not to be found. For the gods already cited had mortal failings, and even Jupiter Yverdunus erred, not once, but many times. Yet the perfect teacher is no more difficult to imagine than the perfect parent. He is that rare being who takes his costs, not out of his pupil’s parents, but out of his own life; who looks upon his pupil, not as clay to mould, but as a diamond to be cut and polished till the flashing of its facets fills all men’s eyes with wonder; who makes tabular forms and tidiness merely the vertebrae of an intellectual power as graceful and flexible as the physical power suggested by the Venus of Milo; whose personal dignity is founded upon influence too subtle to be seen or heard, yet irresistibly felt; and who neither bows down to beauty or social, intellectual, and athletic rank, nor succumbs to the subtle bribery of parental condescension. But, were such a paragon found, an impartial eye, proof against the glare of so many perfections, would still discover in him, or her, some exactions from the pupil, some disregard of his individuality, some worshipping of the mere machinery of education, some little flavour of domination, and some little weakness for the fleshpots of the parental Egypt. For these things run in the blood of human nature and cannot be exorcised thence by any conceptions of ideal worth. After all, parent and teacher are both compact of flesh and blood, virtue and faults. The latter two are many and various, but the former are one and invariable. Whence it follows that your parent may be matched in every virtue and every fault by a corresponding teacher; but neither can claim any essential superiority, because in nature they are one.

CORRESPONDENCE.

FOREIGN STUDY AND FOREIGN TITLES.

To the Editor of The Journal of Education.

SIR,—I am loth to trouble you again, but the correspondence with M. Berthon has received an added interest from the comments in your "Notes" of July 1 on Dr. Cecil Reddie's letter to the *Times*. I must decline to plead guilty to having misunderstood M. Berthon's first letter. In his second he has added a variety of new information which is certainly *à propos*, but does not modify the impression I received from his first letter, viz., that the changes which he announces, and for which he desires us to be grateful, are *not* of the nature of new opportunities for study and research, but simply by way of new certificate. As to what Oxford should or should not do, I expressed no opinion, for Oxford has not yet discovered the way to examine students from foreign countries; but I protested against the "Doctorat" being dangled before the eyes of a student "as a fitting crown to an English University career." I was careful to add that proper attention should be paid to these matters by the authorities. My whole protest was directed against the spirit in which, as I still think, M. Berthon offered the boon to us. "These barbarians," he seemed to say, will not go to Paris for the love of learning; I must offer them an inducement which they will appreciate: 'A New French Degree.' Nor did I desire to depreciate the opportunities afforded by Paris in comparison with those to be found in Germany. I understood from M. Berthon's first letter that the "Doctorat" is to be a rival to the German Ph.D. Very good, I reply; but the Ph.D. and the "Doctorat" are alike mischievous if they are to be a principal object of desire for Englishmen who study in France and Germany.

I need hardly protest to the readers of this journal that I desire teachers to go and study abroad. My very sense of the importance of this study leads me to regret that M. Berthon offers what seems to me the wrong kind of inducement. But I doubt whether the discussion is one which can be profitably pursued in correspondence at intervals of amonth.

Your note puts the matter into a nutshell: "It is impossible to properly value the many foreign degrees that exist." Even their possessors differ as to their value. Witness Dr. Reddie's view as compared with my own estimate in your June issue. And M. Berthon, in his first letter, had to warn us that this new degree is "not to be confused with" certain other degrees to be obtained in Paris. We have not only Continental degrees to reckon with: the American Universities all give degrees. Some of them still give degrees "for services rendered." I am personally acquainted with two Englishmen (one a headmaster, the other a clergyman) who carry an M.A. from this very dubious source. How can these be distinguished by the layman, from United States degrees conferred by worthy Universities on examination or in recognition of real merit?

Nor will it have escaped your readers that the "Doctor" title stands in a category by itself. In England it is something exceptional, indicating attainments in arts or science beyond the M.A.; in Germany, the Ph.D. is the ordinary degree conferred on every University graduate. This, of course, is well understood in University circles; but then titles are employed in extra-University circles. Suppose that Paris were offering only an M.A. as the reward for this new examination: would M. Berthon have thought it worth while to commend the privilege to us? And will the examination really mean more than a good place in the Cambridge Mathematical and Modern Language Tripos? I am quite aware that the modes of examination will be different; but will the standard of ability differ?

One other point is worth noting: the impression prevails in Germany that it is easier for a foreigner to get the degree than for a native. I do not think this is the case in the best Universities or with professors of high repute, but it is easy to understand why the impression should come about, and why professors might be more lenient to foreigners. I need hardly say that I do not make these strictures by way of depreciating either my own degree or that of my English friends who have graduated at German Universities. I have rushed into the fray in reply to M. Berthon from a sense of duty, which your readers may regard as fastidious; but, as I happen to be one of the few contributors to your journal who have found it necessary to take a German Ph.D., I thought that speech was better than silence.

There are many changes impending in our ideas as to University life and aims, which make these matters, apparently so trivial, of some importance. At present, the business of examination and certificate, with all the competitive features which these involve, plays far too great a part; but the spirit of our time is beginning to ask for more opportunity for sound study and research.

We are likely, too, to witness a revival of that fraternal intercourse between Universities which ceased at the Reformation. Foreign students will be welcomed to Oxford and Cambridge in as large numbers as they now are to Berlin and Strasburg. The article by Mr. Jeffrey in your June issue is a sign in this direction, and indicates that the lead in this movement is going to be taken by the *Neuphilologen*. Hence it seems to me to be of importance that we should put this interchange on its right basis at the outset. My letters have not been intended to deal with the whole question, but to emphasize the main issue involved in the function of the University as a place of resort for teachers and students.

The dubious character attaching to the foreign diploma can only be removed when we get our Registration Act, with a Council which will use its authority as the Medical Council is able to do in the like case. Would it not, by-the-by, be a useful piece of work for our Modern Language Association to prepare a handbook giving information of the kind described by Mr. Jeffrey, and, what is still more important, adding information as to *Seminars* and professors in foreign seats of learning? That Association might be trusted to make a fair assessment of the value of foreign diplomas in comparison with our own, and thus facilitate the labours of the Registration Council in years to come. Meanwhile, I cannot support Dr. Reddie, but I hold the Education Department has done wisely in confining its schedule of secondary teachers to graduates of *British* Universities.

I fear that M. Berthon will again quarrel with me. I can only ask your readers to read the four letters in sequence and judge between us.—I am, yours truly,

July 5, 1898.

J. J. FINDLAY.

THE SECONDARY AND "OTHER" RETURN.

To the Editor of The Journal of Education.

SIR,—I am much obliged for the opportunity Mr. A. Millar Inglis has given me of removing a misapprehension likely to arise from the very condensed figures which I gave in my article in your June number. He says, and so I have been told by others unacquainted with the problem, that "I pass over the possibility of expansion of existing schools." I will not go into his arguments as to what I "do not seem to know," for, as an old schoolmaster, I do know that what Mr. Inglis states as to the stupidity of parents "*supposing* their children receive secondary education" when they are removed from school at fourteen is quite correct. However, so far from "passing over" his point, I have allowed for it three times over.

I based my figures as to the new schools required, not upon the *outside* figures given by the Registrar-General, or by the Education Department's returns, which give from 360,000 to 400,000 children lacking secondary education, but upon the *lowest* Welsh basis, of children *still* to be provided for, irrespective of existing schools, which works out at only 290,000 children. This makes a present of from 70,000 to 110,000 new children to existing schools. Here is expansion number one.

But, again, I eliminate, from these new public schools which are required, all children under ten, a large number under twelve, and those under fourteen who are preparing for the great public schools. These I hand over bodily to the existing schools, and chiefly to the private schools. Here is expansion number two.

Then, finally, I take the 290,000 remaining children and divide them into two halves, one of which I leave entirely at the mercy of the private schoolmasters; in other words, I cater for the future on the lines of the present, developing public and private schools exactly in their present proportion. Could anything be fairer? Here, then, is expansion number three.

I ask Mr. Inglis how can any existing efficient private school be injured by my proposals, involving as they do—(1) the retention by all schools of the present number of pupils; (2) the assignment to private schools of all future pupils under ten; (3) the halving between new public and private schools of all future pupils between ten and nineteen?

Number (3) involves, as I showed in my article, 924 new boys' schools and 566 new girls' schools being erected by the County Councils, &c.; it implies also a similar number, but in inverse proportion of boys and girls, being erected (or expanded) by private effort over the whole of England. If Mr. Inglis will turn to the Reports of the Assistant-Commissioners of the Royal Commission, notably those of Mr. Headlam and Mr. Kitchener, he will find my figures confirmed in respect of their special areas. I have no objection to be a "sweeping theorist" in such company. As to Reading, which is quite unique educationally in having (1) an Extension College, giving partly secondary education; (2) a Blue-coat School (not mentioned in the Return) with some fifty boys; (3) West's Charity, taking many of the best "secondary" boys from the town and district to Christ's Hospital, I am quite prepared to argue the question on its merits. There must be of actual Reading boys receiving secondary education quite close on to the six hundred which I consider necessary, when we consider the three factors above in connexion with Mr. Inglis' figures. But every town of this size is expected to provide for an area round it of at least three miles radius. Does, or can, Reading do this? But, to overcome this difficulty of computation, and to reduce the "non-local" factor to a minimum, I carefully avoided the "small area" error, and dealt in my paper with no area of less population than 600,000, *i.e.*, one-fiftieth of England divided into geographical counties. It is chiefly the (hundreds of) towns of 20,000, 14,000, or 7,000, and the suburban districts, which require these new public secondary schools which I desiderate. Will Mr. Inglis take Reading and the neighbouring counties and work out my figures for a population of 600,000? He will then find that I am well under the mark as it was fixed in Wales. I have made careful inquiries in that country, and can find no authentic case of an *efficient private* secondary school being "crushed out" by the new intermediate schools. Will Mr. Inglis submit these letters he mentions to some impartial arbitrator, say Mr. Eve or Dr. Wormell, who will be allowed to state exactly how many such private schools, efficient as regards the standard of an Intermediate school, taking pupils from ten to seventeen, and, of course, local, have been so injured? The solitary Swansea case is again trotted out, but the Girls' Day School Company now admit that there were faults on both sides there, and that a little earlier action on the part of the school would have prevented the *contretemps*. But I maintain that this is the sole instance in Wales of the kind of result falsely suggested in the "pathetic letters." I hope I have not been too contentious with Mr. Inglis, and I trust he will excuse my dilating on Dr. Scott's virtues, or on the iniquities of the "rump" of the Private Schools' Association. I am glad to meet again a controversialist so fair and courteous as Mr. Inglis, of whom I have pleasant recollections on several committees. What a pity it is he was not present at the Paris Exhibition Meeting at the Education Department!—I am, yours obediently,

H. MACAN.

JOINT AGENCY FOR MEN TEACHERS.

To the Editor of The Journal of Education.

SIR,—In your July issue Mr. Charles claims that the College of Preceptors initiated the above-mentioned scheme. This claim has seemed so unfair to members of other associations that I ask for space to state the facts of the case as I believe them. For nearly three years the Executive of the A.M.A. had been considering how its agency could be placed on a wider and more permanent basis. The possibility of a Joint Agency was discussed between certain members, and was temporarily shelved owing to the difficulties in dealing with the vested interests concerned—there were three registrars at work. Later on overtures were received from the Teachers' Guild to absorb the A.M.A. registry. This proposal was not accepted. Then came the proposal, which Mr. Charles refers to, from the Finance Committee of the College of Preceptors. Mr. Charles and Mr. Chettle spoke to Mr. Montgomery on the subject, and proposed to take over the work of the A.M.A. registry. This proposal Mr. Montgomery refused to consider, but at once suggested a Joint Agency which should not have the College of Preceptors for its address. The next step was taken by the A.M.A.; and Mr. Montgomery, as Secretary, addressed a letter to the College of Preceptors asking that body to summon a meeting of a Joint Committee to consider the proposals. All the draft schemes which were put forward were drawn up by the A.M.A. and printed at its expense. The cost of the preliminary negotiations and the secretarial work, up to the date of the first full meeting of the new Joint Committee, were undertaken by the A.M.A.—Yours faithfully,

Surbiton, July 16, 1898.

J. W. LONGSDON.

SCOTTISH LEAVING CERTIFICATE EXAMINATIONS.

To the Editor of The Journal of Education.

SIR,—With reference to some remarks of mine, kindly printed by you in your July number, in which I ventured to criticize the French paper set in the Scottish Higher-Grade Leaving Certificate Examination of this year, it has been pointed out to me that my statement concerning the standard of the papers in the German Leaving Examination is not sufficiently clear. May I supplement it by translating from the official regulations for the Leaving Examination of the higher schools of a German province?

"1. These [the examination papers] shall be so set as in no way to surpass the class exercises of Class I.A in difficulty, but they may not bear so close a resemblance to tasks already done as to cease to possess the value of original work.

"2. The questions asked upon each subject are suggested by the master who teaches that subject to Class I.A, and are laid before the Higher School Council after being submitted to the Headmaster for approval. There shall be laid before the Council:—(a) three subjects for the German Essay; (b) three subjects for the French Essay; (c) two passages for translation from French into German, &c., &c.

"3. Out of the questions suggested the Council selects the tasks for the written examination. . . ."

The Council is authorized, instead of selecting from the questions laid before it, to select other tasks. In fact, the Education Office and the schools collaborate in the management of the examination.

May I also take this opportunity of expressing my regret that, in a letter written unavoidably in great haste, I was led into an exaggeration in comparing the standards exacted from candidates for the Scotch and the German Leaving Certificates? What I wished to emphasize was the fact that a Scotch boy when leaving is confronted with a piece of English for translation *into French* such as is set before a French boy for translation *into his mother tongue*.—I am, Sir, yours &c.,

D.

BACHELIER-ES-LETTRES.

To the Editor of The Journal of Education.

SIR,—The author of the paper on the "Higher-Grade French Paper in the Scotch Leaving Certificate Examination" that appeared in the July *Journal* has fallen into the common mistake of taking the French title of *Bachelier* to be a title given after a University course. It is well to remember that it is practically equivalent to the German *Abiturienten-examen*. Pupils obtain it while at school, and must have obtained it before they can enter upon the University course.—Yours faithfully,

Rossall School, Fleetwood, Lancs.

July 9.

HAROLD W. ATKINSON.

JOTTINGS.

WE always turn with pleasure and profit to the *Athenæum's* annual article on the public schools—anonymous, but the style bewrays the author. To pick one or two plums by way of sample: the Headmasters' Conference is advised to hold its debates at the end of a holiday, not, as now, at the beginning; "to let their intelligence flow like the Rhone after it has left, not before it had entered, the Lake of Geneva." "It would really appear—so much have times changed—that schools are more anxious to be reformed than the Government is to reform them." "Vicarious athletes—boys, undergraduates, *not a few masters*—soaked in the jargon, and lauding the second-rate literature, of sports in which they take little or no share, except conversationally."

EXPERIMENTAL PSYCHOLOGY.—Mr. E. T. Dixon, M.A., will, during the next term, conduct a course of practical work in the new psychological laboratory of University College, London. A special course for teachers, to be held as late as possible in the afternoon, will also be arranged, provided that a sufficient number of students apply. Particulars as to fees can be obtained from the office. The hours of meeting will be fixed after consultation with the students at the beginning of October. Names of students who wish to join either of the classes should be sent to the Secretary of the College by Monday, September 26, 1898.

THE Secretary of the Moral Instruction League is Miss Z. Vallance, The Deanery, Stratford, E.

DR. COLMAN will deliver a lecture on "Recent Progress in Medical Knowledge as affecting School Life" at the College of Preceptors on Tuesday, September 27, at 7.30 p.m., inaugurating the Winter Session of the Lecture and Training Department.

THE Winter Meeting will be held at the College of Preceptors from January 3 to January 14, 1899.

THE case of alleged unfair dismissal which has been lately before the Assistant-Masters' Association has ended in the reinstatement of the assistant in question. In consideration of the frank way in which the headmaster has met the representatives of the Association we do not suppose the details will be published.

IN a French Grammar paper issued from the Cambridge Delegacy for School Examinations, we find ten typographical errors in the first five questions.

MR. DALTON writes to the *Times* from The School-House, Felsted, complaining that, in the recent Army examination, candidates were asked—in an English History paper, Commonwealth period—what they knew of “the constituent convention.” Can any of our readers solve the puzzle, and say what is “the constituent convention”?

“WANTED, a Science Master; he must be an athlete; German is essential. Salary, £120 to £130, non-resident.” Applicants, we are bound, will not be lacking, and yet there are who say that salaries are not on the decline.

ON the burgh bench of Dunbar is a magistrate—Bailie Smith—who believes in fighting. Two boys were brought before him on Saturday, charged with this offence:—Bailie Smith: “Let them fight.” He objected to boys being brought up for fighting. The Fiscal said this case was reported by the station-master, as it occurred inside the gate, where a large crowd had congregated. Bailie Smith: “Why should they not fight? My own boys fight. One struck the other, and he was quite right to retaliate.” The police, he thought, had very little to do to bring up boys for fighting. The Fiscal: “Do not blame the police; blame me. They were in duty bound to bring them up.” Bailie Smith: “I will not convict, at all events.” Mr. Notman, Assessor: “You must convict; they have pleaded guilty.” The Bailie: “Well, I will dismiss them.” Addressing the boys, he said: “I don't object to you fighting at all. Away you go and fight it out.” It is quite in keeping with this spirit that the chairman of an English School Board moved the purchase of boxing-gloves for the use of the boys. The reason given is excellent: “That, in order to counteract the growing tendency of children to resort to the use of knives and pistols, each boys' department be furnished with two pairs of boxing-gloves; and, subject to the consent of the Education Department, instruction be given in the use of the same by a competent person as part of the ordinary education of the school.”

MORE than five thousand candidates were entered for the Minor Scholarship examination in May last.

MR. F. E. KITCHENER gives some interesting statistics in the *Stafford Advertiser*. As against the estimate of the Schools Inquiry Commission of 1866 that provision should be made for 16 per 1,000 boys in towns and 10 per 1,000 boys in country districts, he finds that 5·4 per 1,000 boys are now securing an education in secondary schools:—

PUPILS PER THOUSAND OF POPULATION IN SECONDARY SCHOOLS.			
	Boys.	Girls.	Total.
England (excluding Monmouthshire).....	5·4	4·5	9·9
Administrative County of Staffordshire	2·4	2·2	4·6
Administrative County of Warwickshire ...	8·2	4·9	13·1
Administrative County of Cheshire	4·2	3·4	7·6
Administrative County of Shropshire.....	5·2	5·1	10·1
Administrative County of Derbyshire	3·6	2·1	5·7
Administrative County of Lancashire.....	3·1	2·1	5·2
County Boroughs in Staffordshire—			
Hanley	1·7	1·5	3·2
Walsall	4·5	3·6	8·1
Wolverhampton	3·5	2·9	6·4
West Bromwich	2	4	6
Aggregate of Staffordshire County Boroughs	2·6	2·2	4·8
Geographical County of Staffordshire	2·4	2·2	4·6

THE Incorporated Association of Headmasters held its usual summer meeting at Oxford on July 2. The discussion centred chiefly round the Bill, and resolutions of general approval were carried.

THUS Dr. Andrew Wilson in the *Humanitarian*: “I would allow no boy or girl to leave school without being taught the laws of health, plainly and simply expounded, and based on the knowledge, equally plainly illustrated, of the simple facts of physiology.”

AN advertisement for a teacher includes the proviso, “should be able to cycle.” This is the first time we have seen such a qualification desired. In one of our contemporaries a headmaster utters a plaint that his staff are whirled away each half-holiday, and he asks what he can do to stop the nuisance.

MISS B. L. BROWN, Oxford High School for Girls, has been appointed Headmistress of the Stockton High School for Girls, in place of Miss Bowen, who has resigned.

THE Rector of Cheltenham, on the 17th ult., cut the first sod for the new wing of the Dean Close School buildings, which is to cost £3,390.

THE School Board for London has memorialized the Lord President to the effect that on any educational authority for London to be established in the future the School Board should have a representation at least equal to the representation of any other public authority.

DR. CHARLES HUNTER STEWART has been appointed to the new Professorship of Public Health and Sanitary Science at the Edinburgh University.

MR. BALFOUR stated in the House of Commons, in reference to the promised Secondary Education Bill: “The President of the Council is, at an early day, going to introduce the measure in the House of Lords, in order that it may be before the country.” The Duke in the House of Lords says: “I hope that in the course of next week, or at any rate in the following week [*i.e.*, before August 5], to make a statement on the subject, and to ask leave to introduce a Bill.”

AT a meeting of headmasters and headmistresses of secondary schools in Kent, called by the Rev. Dr. Wood, Headmaster of Tonbridge School, at Tonbridge, on July 6, it was proposed by the Rev. A. J. Galpin, of King's School, Canterbury, seconded by the Rev. W. C. Compton, of Dover College, and carried unanimously: “That this meeting constitute itself a Conference of Headmasters and Headmistresses of Secondary Schools in the County of Kent.” On the motion of Mr. Galpin, seconded by Mr. Bennett, of Sutton Valence School, Dr. Wood was unanimously elected President of the Conference. The following resolutions were then passed:—1. (a) That any central authority on which the teaching profession is not represented in accordance with the recommendations of the Royal Commission would not be acceptable to the profession. (b) That the traditions and constitution of the Science and Art Department are not such as to commend it as a central authority to the representatives of secondary education. 2. (a) That the suggested local authority, the County Council, has not the special experience required for dealing with the delicate problems of secondary education. (b) That any local authority on which the teaching profession is not adequately represented would not be acceptable to the profession. 3. That there should be a right of appeal to the central authority against any changes which the local authority might think fit to make in the internal administration or curriculum of a school. 4. That the Government should introduce without delay a Bill for the registration of efficient secondary schools and qualified secondary teachers. 5. That the interests of registered schools, whether old endowed schools or private schools, should be protected against unfair State competition and unnecessary overlapping of educational institutions. 6. That, while the teaching profession recognize that there are many important points at issue, they wish to emphasize the fact that their main object is to guard against any tampering with the higher objects of secondary education.

A BEGINNING has been made with the work of erecting a new wing at Highgate School, at a cost of about £20,000. The new block includes a large dining-hall, new drawing schools, eight new classrooms, prefects' common-room, orderly-room, and armoury for the cadet corps, &c. Six new fives courts are also to be erected on the cricket ground. Highgate ranks among the more ancient of our public schools, having been founded in 1565. There are at present nearly four hundred boys.

A ROYAL CHARTER has been granted for the incorporation of two Surrey middle-class schools, the Surrey County School for Boys at Cranleigh and St. Catherine's School for Girls at Bramley, which were founded in 1863 and 1883 respectively. Among the members of the Council are the Archbishop of Canterbury, the Bishop of Winchester, the Duke of Northumberland, the Earl of Onslow, Viscount Midleton, Lord Ashcombe, and Sir Richard Webster.

AN anonymous donor has placed at the disposal of the Council of the University of Paris a sum of £3,000, to be renewed yearly during

the next three or four years, for the founding of five travelling scholarships of £600 a year each. These scholarships are to be held by young graduates contemplating secondary school teaching as a career, and one of the chief conditions attached is that all holders of the scholarships must be able to speak English.

ABOUT two hundred headmistresses of schools are invited to attend the Conference to be held at Oxford after the Long Vacation, by the Association for the Education of Women. The Conference will discuss the preparation of girls for the University course, and the relation between their school and University teachers.

DR. JOHN PATRICK, of Edinburgh, has been appointed by the Crown as successor to Professor Charteris in the Chair of Biblical Criticism and Biblical Antiquities in the University of Edinburgh.

THE Frances Mary Buss Memorial Scholarship has been awarded, for the first time, to Miss J. S. Gill, of the Maria Grey Training College. The scholarship is a travelling one, tenable for two years by a qualified woman teacher, possessing a degree or its equivalent, and experienced in secondary school work.

DR. T. W. DAVIES, Principal of the Midland Baptist College, Nottingham, has resigned his present position, and accepted a unanimous invitation to be Professor of Old Testament Literature at the Bangor Baptist College, North Wales. It is understood that he will also be Lecturer in Semitic Languages at the Bangor University College. The Baptist and Congregational Colleges, Bangor, have now each of them three Professors of Theology, and, as the two colleges have arranged a scheme of united instruction, the students will work under six professors.

THE vacant Principalship of St. David's College, Lampeter, has been filled by the election of the Rev. Llewellyn J. M. Bebb, Fellow of Brasenose College, Oxford.

MISS M. A. HANBIDGE, M.A., has been appointed Headmistress of the Central Foundation School for Girls, Spital Square, London, in the place of Mrs. Stanton, who is retiring after twenty-five years' service. Miss Hanbridge at present holds the position of Head of the Classical Department and Mistress of the Intermediate Arts Form at the Ladies' College, Cheltenham.

THE Rev. G. Parry Williams, B.A., has been chosen as Lecturer in Hebrew at Trevecca College.

MR. H. H. THOMAS, B.A. Sidney Sussex College, Cambridge, has been appointed Assistant to the Professor of Geology at Oxford.

MR. S. A. ROTHAM, M.A., of Bristol Cathedral School, has been appointed Headmaster of Dorchester Grammar School, in succession to Mr. H. N. Kingdon.

THE Rev. W. E. Humphreys, M.A., Headmaster of Hamond Free School, Swaffham, has been appointed to be the first Headmaster of the endowed school just opened at Wigton, Cumberland.

MR. H. A. M. BORLAND, A.R.C.S., has been elected to a junior assistantship in the Chemical and Metallurgical Department of the Merchant Venturers' Technical College, Bristol.

A SUCCESSOR to the late Dr. Herber Evans as Principal of the North Wales Congregational College, Bangor, has been found in the Rev. Lewis Probert, D.D., Professor of Dogmatic Theology at Brecon College.

MR. G. H. DAVIES, M.A., Fellow of Trinity College, Cambridge, has been appointed Gladstone Professor of Greek in University College, Liverpool, in succession to Dr. G. H. Rendall; and Mr. P. Hebblethwaite, M.A., Assistant Professor and Lecturer in Latin and Greek.

THE School Board for London have appointed two new Inspectors, Mr. J. Murray, LL.B., Headmaster of the William Street Board School, and Mr. W. H. Winch, late of St. John's College, Cambridge.

THE Lord President of the Council has appointed Mr. H. F. Pooley, a Senior Examiner in the Education Department, to be Assistant Secretary, in the place of Mr. Miller, retired.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

NOTICE.—The hours of attendance in the Office, Reading Room, and Library will be as follows from Monday, August 15, to Saturday, September 3, inclusive:—10.30 a.m. to 4.30 p.m.; Saturdays till 1.30 p.m. Before and after those dates the usual hours will be kept. The Library will be closed for a few days from August 22, for cleaning purposes.

The Council met on July 9. Present: The Rev. Canon the Hon. E. Lyttelton, Chairman; Mr. J. Russell, Vice-Chairman; Mr. J. W. Adamson; Miss A. B. Anderton; Mr. Blair; Miss Busk; Miss Connolly; Mr. Frank; Miss M. Green; Professor W. H. H. Hudson; Mr. Langler; Mr. Longsdon; Mr. L. W. Lyde; Miss Page; Miss Smither; Mr. Storr; Mrs. Sutton; Mr. Thornton; Professor Foster Watson; and Mr. J. Wise.

Reports from the Political, Education and Library, Thrift and Benefits, and Finance Committees were received and considered. These Committees had been instructed to report the subjects within the scope of their work which should be dealt with by the General Congress in January, 1899, the main object of the Congress being to bring together with the Council accredited representatives of the Central Guild and all the Branches to settle the work to be undertaken by the Guild in 1899 in the whole field of its activity.

Thirty-eight new members of the Guild were elected, viz.: Central Guild, 13. Branches: Brighton, Dublin and Central Irish, Ipswich, Manchester, and Oxford, 1 each; Walsall Local Guild, 20. The Local Guild recently formed at Walsall, having applied for affiliation, was affiliated as a Branch of the Teachers' Guild.

Mr. F. Storr was elected to represent the Guild on the New Training of Teachers' Joint Committee appointed by the Incorporated Association of Headmasters. Miss H. Busk and Miss Galloway (Queen Margaret College, Glasgow) were appointed to represent the Guild on the National Council of Women of Great Britain and Ireland.

The following is an extract from the Report of the Education and Library Committee presented to the Council on July 9 and adopted:—"Your Education and Library Committee have for some time past been seeking means whereby the usefulness of the Geographical Section of your Museum might be increased. On March 17 last, your Committee voted £30 towards the formation of a collection of Loan Portfolios. An experimental portfolio was exhibited at the Aberystwyth Conference and was favourably received. Several teachers expressed a desire that each portfolio should contain at least as large a selection of maps and illustrations as did the one exhibited (see list). The expense involved in a comprehensive carrying out of this scheme far surpasses the means at the command of your Committee. They, therefore, suggest that the scheme be confined to the Central Guild in the first instance, and that application for assistance be made to the Technical Education Board of the London County Council and to some of the City Companies; also that the Councils of the Home Counties be asked to help on terms similar to those proposed to the London County Council. It is hoped that Branches of the Guild will, in course of time, apply to their own Local Boards for a similar grant which might either help to extend the area covered by the Loan Collection or form separate ones in connexion with the branches of the Guild.

"As to the portfolios themselves they will probably take the form of boards strapped together, and will contain maps of various kinds and different periods of history as well as illustrations. It is suggested that schools borrowing portfolios should supply themselves with several frames made to pattern into which the pictures and photographs can be placed at the school. All pictures and photographs will, therefore, be mounted to the same size. The annual fee to members of the Central Guild wishing to make use of this scheme will be one guinea, carriage paid one way; in the case of country members to the nearest railway station. It is suggested that a portfolio should be lent to a borrower from, say, January 30 to July 15, and another from, say, September 30 to December 15. As many subscribers will be admitted to the list as there are portfolios. If necessary, places will be allotted for. Borrowers whose subscriptions are in arrear will be struck off the list."

CONTENTS OF SPECIMEN LOAN PORTFOLIO SHOWN AT ABERYSTWYTH.—Map 1, Central Europe, Hypsometric, 1877; 2, Austria-Hungary, Political, 1:1,000,000, 1893; 3, Austria-Hungary, Railways, 1:1,000,000; 4, Austria-Hungary, Languages, 1:1,000,000, 1888; 5, Austria-Hungary, Historical, 1:1,500,000, A.D. 975-1876; 6, Upper Austria, 1:200,000, 1889; 7, Lower Austria, 1:150,000; 8, Upper Austria, Physical; 9, Lower Austria, Physical; 10, Austria-Hungary, Ancient History; 11, Austria-Hungary, Middle Ages. Atlas 12, Kingdom of Austria-Hungary; 13, Physical Atlas with special

reference to Austria-Hungary. Picture 14, Danube near Vienna; 15, Hungarian Plain near Debreczin; 16, the Adelsberg Grotto; 17, the Giant Mountains, Bohemia; 18, the Ortler Group, Tyrol; 19, Pastertzen Glacier with Gross Glockner, Tyrol; 20, lithograph of a Glacier on the Dachstein.

The following Memorial to the Technical Education Board of the London County Council was settled and signed by the Chairman on behalf of the Council:—"The Council of the Teachers' Guild of Great Britain and Ireland beg to bring the accompanying scheme under the notice of the Technical Education Board of the London County Council, in the hope that the Board may feel justified in assisting the Guild to promote its development.

"The Council of the Guild venture to base their application on the following considerations:—Firstly, the large area comprised within the County of London renders it eminently desirable that the existing stationary Museum of the Guild should be supplemented by the formation of a collection of loan portfolios. Secondly, the Technical Education Board is being asked to extend an institution already in existence, and of approved utility. Thirdly, the object of the scheme being the improvement of geographical teaching, it is felt that it belongs peculiarly to the province of the Board, as dealing with an essential branch of commercial education. Fourthly, one of the benefits of the scheme would be that the maps would mostly be published in the country that they illustrate, and therefore would give the place-names in the native language, thereby facilitating the subsequent acquisition of the art of commercial correspondence. Fifthly, the Teachers' Guild appears peculiarly well fitted to carry out such a scheme, as its members, being actually engaged in teaching, have intimate knowledge of the needs of teachers. Moreover, the Executive of the Guild is readily accessible to suggestions for modification of the working details from those for whose assistance the scheme is devised. The officers of the Guild have acquired a considerable experience, which could not fail to materially help the effective organization of the collection. Sixthly, the large number of schools which it is hoped will reap benefit from the scheme would necessitate the provision of a correspondingly large number of portfolios, involving an outlay beyond the resources of the Guild, existing, as it does, upon annual subscriptions.

"SCHEME FOR LOAN PORTFOLIOS.—Each portfolio shall contain about ten maps and about fifteen photographs and pictures illustrating natural products, manufactures, scenery, customs, &c. Of the portfolios, a considerable number would deal each with a single country—e.g., India—or with a small group of countries—e.g., China, Korea, and Japan. It is not proposed to supply maps which a school might be expected already to possess, and, therefore, the British Isles folios (probably four) will consist almost entirely of pictures and photographs. Some portfolios also will be of a general character, dealing with the world as a whole—e.g., natural products of the world, rainfall, currents, &c.

"COST OF SCHEME.—It is estimated that each portfolio will cost from £15 to £25, according to the country illustrated and the facilities for obtaining material. Should the scheme commend itself to the Board as one meriting their support in the manner petitioned, fifty schools named by the Board would be supplied with portfolios, without fee, for fixed periods. Carriage would be paid to the schools. It is proposed to lend to other schools, on application to the Guild, as soon as funds obtained from other sources admit of the purchase of more portfolios. For this an annual charge would be made."

The memorial ends with a definite application for financial assistance in carrying out the scheme.

CENTRAL GUILD, LONDON SECTIONS.—EARLY NOTICES FOR THE AUTUMN OF 1898.

Tuesday, September 27, 8 p.m.—Section C. Lecture by H. B. Garrod on "Dante's Commedia and its main Teachings," at 74 Gower Street, W.C. Open to all Sections.

Friday, September 30, 8 p.m.—Section B. Lecture by Mrs. Bryant, D.Sc., probably on "School Curriculum," at University Hall, Gordon Square, W.C. Open to all Sections.

N.B.—Arrangements are being made for the next Teachers' Guild Lecture on Tuesday, October 11.

IPSWICH BRANCH.—The summer meeting of the Branch was, at the invitation of the Rev. P. E. Tuckwell, M.A., held at Woodbridge, on Saturday, July 2. There was a fairly good attendance. In the absence of the Rev. P. E. Raynor, M.A., the chair was taken by Miss Harrison. A statement of the proposed future work of the Branch was read by the Secretary. The Rev. P. E. Tuckwell, M.A., moved, on behalf of the Executive, the following resolution:—"That this Branch joins with other educational associations in approving the principle of registration of teachers." This was seconded by Mr. Normandale, and carried. An introductory paper on "What should be the Constitution and Powers of (1) the Central and (2) the Local Authorities for Secondary Education?" was read by Mr. T. Normandale, B.A. Mr. Normandale urged the necessity of a strong central authority, which should have power to arrange, coordinate, and define the system of our national education. Such an authority should be constituted somewhat as follows:—(1) A responsible Minister of the Crown, with a seat in the

Cabinet; (2) a permanent Secretary of Education, with two permanent Under-Secretaries, one for secondary and one for primary education. This staff should be advised by a professional Council, representative of all grades of educational institutions. The local authority, he thought, should contain representative members of secondary and primary schools, important local industries, and a few co-optative members by reason of special knowledge and experience. A discussion followed, in which many of the members took part. The general feeling was that the chief difficulty lay in the constitution of the local authority. The meeting ended with a vote of thanks to the Rev. P. E. and Mrs. Tuckwell for so kindly entertaining the members and friends of the Branch.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—Presented by the Agent-General for N.S. Wales:—Wealth and Progress of N.S. Wales, 1896-7.

Presented per Miss Paley:—Goethe's Werke, herausgegeben von Ludwig Geiger, 10 vols.; Miracles de Nostre Dame, par G. Paris et U. Robert, Tome VII.; Exercises in French Composition for Advanced Students, compiled by L. Boquel; Kaiser Wilhelm, 1797-1885, von Dr. G. Egelhaaf; Der Kronprinz und die deutsche Kaiserkrone, von G. Freytag; Das Nibelungenlied, von Karl Bartsch; Wollt ihr's hören? von A. Wildermuth; Gedichte, von Ludwig Uhland; Deutsche Liederdichter, des 12-14. Jahrhunderts, von Karl Bartsch; Über naive und sentimentalische Dichtung, von F. von Schiller; Gedichte, von Moritz G. Strachwitz; Faust, von Goethe, Pt. I., herausgegeben von K. Schröder; Der Messias, von F. G. Klopstock (2 copies); Waldmeisters Braufahrt, von Otto Roquette; Romanzero, Buch der Lieder, Die Harzreise, Neue Gedichte, Memoiren, von H. Heine, edited by Otto Lachmann; Primer of Greek Grammar, by Abbott and Mansfield; The Themistocles of Plutarch, translated by H. Hailstone; Plutarch's Life of Themistocles, edited by Rev. H. A. Holden; Livy, Book IX., edited by H. M. Stephenson, M.A.; Livy, Book IX., translated by H. W. Hunting.

Presented by H. Haes, Esq.:—A Philological Grammar of the English Language, by Thomas Martin, 1824; The Philosophy of Language, by Sir John Stoddart, second edition, by W. Hazlitt (from Encyclopedia Metropolitana), 1849; The Philosophy of Language, by Wm. Cramp, 1838; Nature Displayed in her Mode of Teaching Language to Man, adapted to the Spanish, by N. G. Dufief (2 vols.), New York, 1825; The Philosophy of Education, James Simpson, 1836.

Presented by Messrs. G. Bell & Sons:—The Metamorphoses of Ovid, Book XIV., edited by C. H. Keene.

Presented by Messrs. A. & C. Black:—The English People in the Nineteenth Century, by the Rev. H. de B. Gibbins.

Presented by Messrs. Blackie & Son:—The Story of Leicester, Town and County: a Reading-Book; Latin Grammar Papers, by A. C. Liddell.

Presented by the University Correspondence College Press:—Cicero, Pro Marcello, edited by T. R. Mills and T. T. Jeffrey; Demosthenes, Meidias, translated by W. J. Woodhouse; Sophocles, Oedipus Coloneus, translated by W. H. Balgarnie; Practical Organic Chemistry, by G. George; Chemical Analysis, Qualitative and Quantitative, by W. Briggs and R. W. Stewart.

Purchased:—Roman Literature, by J. W. Mackail (Murray); Lettres à un Provincial, par Blaise Pascal.

REVIEWS AND MINOR NOTICES.

Law and Politics in the Middle Ages. By EDWARD JENKS, M.A., Reader in English Law in the University of Oxford. (John Murray.)

Here is a book which Sir Henry Maine would have welcomed—a book which honourably represents the legitimate line of the historical method. "It was inevitable," said Sir Frederick Pollock, "that Maine's works should become text-books; but whoever takes them merely as text-books condemns himself to lose the better half of their value." It was, perhaps, equally inevitable that, in seeking to found a method, Maine should have started a controversy. But it was an infelicitous irony that associated the name of the father of the historical method with the imperfectly historical "Patriarchal Theory," and betrayed the steps of the master of pliant and cautious phrasing into "the hole of the pit whence we were dug." It is, therefore, with a feeling of profound relief that we turn from the debate on social origins to the historical region, where Maine's own interests—and, indeed, the interests of civilized man—really centre. Mr. Jenks neither criticizes nor copies Maine. He has drawn his stimulus from him, and adds a supplementary and indispensable chapter to his work. The *organon* which Maine applied to Roman Law the present writer has devoted to a comparative study of the Middle Ages.

The Middle Ages we style them; but, as we are reminded in the preface, "in another sense they are very Early Ages indeed. They are the foundation epoch of that group of communities . . . which, for want of a better name, we call Teutonic, and which at the present day control the destinies not only of Western Europe, but of lands beyond the great seas of which their founders never dreamed." Maine himself was conscious of his inability to grapple with the Middle Ages in a comprehensive spirit. He handled them delicately with suggestion and episode. Now, the labours of Coulanges and Meitzen, of Brunner and Gierke, and, not least, of Professor Maitland have rendered them the quarry of the disciple of the historical method; and Mr. Jenks has triumphantly entered the field.

It is, perhaps, significant that, if he inherits Maine's qualities, he reproduces faithfully some of his defects. The "Ancient Law" neglected religion, and, therefore, limped. Mr. Jenks is content to study the Middle Ages *minus* the Church. Maine displayed a perverse distaste for probing ideas; he could, indeed, conjure philosophy from history, but he refused to see history in philosophy. Just so with this book. The author draws a distinction between deductive and inductive methods only to set aside the former as impertinent to an historical inquiry. This method, one must maintain, leads of necessity to a certain inadequacy of treatment. History must value the literary record as highly as the custom and the ritual.

But it is the duty of a reviewer to let criticism stand aside until he has unfolded the purpose of the book. "The struggle between the State and the Clan is really the key to the internal politics of the Middle Ages." The history of political progress in Mr. Jenks's eyes is the transition from the clan system to the military State, from the military State to the contract State. By the insertion of the middle term—the military State—he may be credited with a new formula of progress. Now a new formula is always valuable, and always a snare. It must be confessed that the author rides his own thesis very hard indeed. We carry away an impression from his vigorous exposition and aptly contrived scheme of illustrations that the ultimate meaning of mediæval history lies in the long-drawn struggle between the war-leader and the *paterfamilias*. The corporate person, the State, emerges to our view a precociously self-conscious infant. It grapples in its cradle with the stifling snakes of custom and clan right. Mr. Jenks's analysis of the fundamental principles which bind society into bundles, political or other, is thoroughly sound and convincing. The tie of blood is the internal principle of cohesion; war and the fear of war supply the external pressure which consolidates men into larger and larger aggregates. Finally, contract fulfils the emancipation of the individual, and binds him by a new tie to the State. Instinct, force, morality—these three constitute the foundations of society. But the business of the historian is to trace their adjustment—not to set them in a linear series. The clan principle does not altogether disappear that the State may flourish more abundantly; contract supplements and modifies, but does not set aside the claims of blood. A large family is a little State; the State eagerly clothes itself in the fiction of the family. The admirable chapter on "Caste and Contract" seems to some extent tainted by the assumption of an irreconcilable antithesis between the two conceptions. That whatever is not of caste is of contract is, no doubt, only an emphatic statement of Maine's position, and the whole chapter may be regarded as a confirmation of Maine's dictum. But, in laying undue emphasis on the distinction, we seriously question whether the disciples of the historical method do not run some risk of falling into the same dogmatism as the doctrinaires of the original contract, whose theories they hold to derision. The truth that needs to be asserted and reasserted is that the vital issue which clothed itself in the phraseology of contract was in reality one of individual rights. The growth of individualism is a better and profounder formula of progress than the freedom of contract—in fact, the "social contract" has been translated into history—not so much in the Swiss and Netherland Confederacy as in the written constitutions which protect individual rights and mark out the province of government.

Mr. Jenks's book will stand much criticism, because it is worthy of it. If it challenges opposition, it is because it stimulates thought. The chapter on "Land Settlements and Local Units" is the clearest and most suggestive treatment of a difficult subject that we can point to. In dealing with the law

of inheritance he points out, after Professor Maitland, the collision between the sentiment of natural justice and expediency. He offers the most plausible explanation of the transformation of elective into hereditary monarchy, but it is to be regretted that he misses the opportunity of bringing emphatically into notice the correlation between the history of the devolution of property and of political authority.

The limits of space forbid a more detailed criticism, but, in conclusion, we should like to call attention to one passage, both for its intrinsic interest and as illustrating the ready wit and insight of the writer. The severity of the law of debt in all primitive communities is notorious, but, so far as we know, has never been satisfactorily explained. The typical insolvent debtor has been assumed to be the innocent peasant ground down by his rich neighbour, or the merchant whose venture on bottomry had failed through no fault of his own. Our sympathies were engaged by traditions of the Fleet and the Marshalsea. But Mr. Jenks points out that the eye of archaic law contemplates no such unfortunate, but a criminal who cannot find his *wergild*. "The debtor is a man who has been guilty of some offence (probably homicide), and has either confessed the fact or has been found guilty by a tribunal and ordered to pay the fine. He fails, after repeated opportunities, to find a surety or to pay. The right of vengeance can now no longer be denied to the kin. They could have divided the *wergild*; they now divide the body, perhaps with a faint survival of cannibal notions. Revenge may in early days well have been sharpened by hunger, and the blood feud system may have been a means of distributing food as well as revenge."

The Origin and Growth of Plato's Logic, with an account of Plato's Style and of the Chronology of his Writings. By WINCENTZ LUTOSLAWSKI. (Longmans.)

If and because no seeker for truth can be other than Plato's disciple, then let it be freely asserted that the problem of the chronology of the Platonic dialogues, holding, as it does, the secret of Plato's mental history, is by no means otiose. And therefore thanks are due to Mr. Lutoslawski for having attempted to solve it and to found his thesis on the impregnable rock of philological induction. An English reader will probably feel some surprise that the author should have been in a position to review and to utilize the labour of some five-and-forty scholars who have set themselves the same question and handled it by the same method. He will certainly be gratified to find that, though out of that roll Britain can only claim three, these three—Riddell, Thompson, and Campbell—hitherto hardly noticed out of their own country, have at length won the heartiest eulogy from a Continental scholar. Lewis Campbell, to whom this book is dedicated, some thirty years ago "laid the first foundation of a new solution of the problem of Platonic Chronology"; and "what Teichmüller developed into an important chapter of his work, without knowing Thompson, was given by the Master of Trinity College in footnotes, with a modesty which even on a reader accustomed to the incomparable modesty of English scholars leaves an impression of incertitude."

But what is the method? The question proposed is obviously one which admits of three several lines of investigation. The historian may cull the evidence of tradition and supplement or correct it by conjecture and historical *vraisemblance*; the philosophic critic may construct his scheme of Plato's mental development and assign each dialogue to its place accordingly; lastly, the statistical philologist may employ the test of *stylometry*. In the case of Plato the historical record is almost entirely lacking: there is no serious reason to doubt that the "Socratic" dialogues stand at the beginning and such a work as the "Laws" at the end of the series, but the filling of the interval is matter of mere conjecture. As to the second test, we are learning to repose less and less confidence in the inevitableness of each new schematization of the genesis of Platonism. Can the third method be expected to give a final and indubitable pronouncement on the issues of the long debate? "Le style c'est l'homme," the man and his phases stand revealed alike by the style which he deliberately fashions and the habits which steal on him unperceived. Rhythmical prose, for instance, is a manner deliberately adopted; on the other hand, the changing proportion of the use of *ὅν* and *μέγα* will supply a test of the unconscious order. Now both the conscious and unconscious factors of style may by expert interrogation yield valuable and irresistible evidence. It must be

confessed—and Mr. Lutoslawski confesses it—that the present writer has entered upon the labours of other men; that he has amalgamated their statistics and totalled their results; that some of the criteria are more than dubious; further, he has chosen to adopt a rough system of numerical marking which cannot in individual cases do justice to stylistic values; but, on the other hand, it may be argued that the enormously wide range of statistics employed—some five hundred independent tests—probably guarantee him against any very serious error in results.

And what are the results? It is comfortable to find that the "Table of Stylistic Affinities" pages 162–183, commits the compiler to no revolutionary thesis. The very fact that they only tend to confirm those conclusions already practically certain predisposes the reader to accept the places assigned by this method to dialogues such as the "Theætetus," the "Philebus," and the "Phædrus," whose position has been hitherto disputed. And what is the bearing of all this on Plato's progress in philosophy?—for that is the question which really concerns us. Let Mr. Lutoslawski speak for himself:

The system of latest Platonism is no longer a system of ideas, but a system of souls. . . . Knowledge is acquired by each soul through its own exertions, increased by constant exercise and imparted by teaching. Ideas exist only in souls—they are eternal and unchangeable because their first model is created by God in his own thought. Thus ideas are the patterns of reality, and their existence in souls is named true Being. But they are not now suddenly perceived in ecstatic visions, as in the period of middle Platonism. They must be created and elaborated by each soul in its own turn, and sought for by the logical exercises of classification, generalization, and division. . . . The conclusion of latest Platonism is Plato's greatest discovery, far more important in philosophy than his discovery of the fixity of ideas. . . . He is the first idealist, and has given rise to a long succession of idealistic philosophers from his own time to that of Hegel. But in his latest stage of thought he anticipated that new course of philosophy which led Descartes two thousand years later to seek the origin of all knowledge in individual consciousness and Kant to seek in the categories *a priori* forms of all appearances. We do not pretend to say that Descartes or Kant added nothing to Plato's views. But there are in Plato's latest works clear anticipations of the more important theories of Descartes and Kant, and also of Leibnitz's view of Divine Providence.

Mr. Lutoslawski, it will be seen, supports his paradox powerfully and eloquently: but his estimate of the intrinsic value of the later Platonic dialogues might raise debate. A philosopher's latest works are not of necessity his greatest or his truest; the Plato of the "Timeæus" and the "Laws" must borrow immortality from the Plato of the "Republic," the "Gorgias," and the "Phædo." The artist hand has lost some of its cunning; the shadow of senile dogmatism and unwholesome mysticism dims the ripper experience of advancing years. There will still remain those who prefer to think and to speak of the decadence of Plato.

Studies in Little-Known Subjects. By C. E. PLUMPTRE.
(Swan Sonnenschein.)

It is very rarely that articles written for periodicals will bear republication, unless they came from the hand of a master. Many an article on a matter of current interest will pass muster among its companions within the covers of a monthly magazine, which, when printed in volume form with others by the same writer, presents but a sorry sight. Of course, the essays of a Lamb, or a Hazlitt, or a Froude, collected from the various magazines in which they appeared, make a delightful book which is a never-failing source of pleasure and interest and a real contribution to literature.

Mr. Plumptre's essays on "Little-Known Subjects" (we might object to the author's including Thackeray's "Letters" and "The Declining Years of the Nineteenth Century" under such a title), which range from Giordano Bruno and Bernardino Ochino to Bradlaugh and Rationalism, do not seem to us worthy of publication in volume form. Doubtless, each in its proper place—the magazine—was readable and fairly interesting, but, as a book, they strike us as dull, full of truisms expressed in rather ponderous form, and containing little of any permanent value. The author writes clearly, reasonably, and with sound common sense on many and varied subjects; he shows that he possesses a cultivated mind capable of taking a broad view on religious subjects, but he entirely lacks that warmth of feeling and that picturesqueness of writing which alone can interest the average magazine reader in semi-philosophical subjects. It is that picturesque style which enabled Froude to make his "Short Studies in Great Subjects" so

fascinating to many readers who knew nothing of Spinoza or Erasmus or Lucian or English abbeys.

Perhaps it is that Mr. Plumptre is too saturated with "rationalism" to see life in anything but a "rational" manner, which must, of necessity, rob it of much of its poetry. We feel that we could spare some of the author's powers of reasoning in exchange for a trace of colour and of poetry.

Mr. Plumptre's best work is, we think, shown in his essay on Bradlaugh, of whose character he forms a very wise and just estimate. He gives as his most striking characteristic his love of truth, which he held in common with so many great men of all nations. "In every age and every nation the seeker after truth, the man who has the courage of his convictions, . . . has been misunderstood by his own generation."

The papers dealing with Agnosticism contain some wise remarks, especially those on the early education of children, in which the writer bids us beware of teaching anything which we do not believe in ourselves. He would have us confine our teaching during the early years of life to "the inculcation of moral duties. Love and obedience to parents and teachers, tenderness and protection to younger brothers and sisters; above all, a habit of strictest integrity and truthfulness—these seem to me to be all-sufficient for the concrete, limited mind of a little child."

In "Higher Secularism," Mr. Plumptre, it seems to us, lays too much stress on the danger of a belief in a future world. Most modern nations are in danger of becoming, not as Mr. Plumptre would have us believe, dreamers, because they neglect this world for the sake of the other world, but downright materialists, whose one idea of progress is material progress. After all, there is something nobler even than the improvement of the dwellings of the poor, or the higher education of our children! And, perhaps, "the dreamer of dreams" and the seer of visions knows more of the real meaning of life than the most profound of economists and rationalists. Life would be, indeed, but a drab-coloured thing if we were all to regard it from such a "rational" point of view as Mr. Plumptre would have us do.

An Essay on Comedy, and the uses of the Comic Spirit. By
GEORGE MEREDITH. (7½ × 5 in., pp. 105, price 6s.
Archibald Constable & Co.)

This Essay was delivered as a lecture at the London Institution in February, 1897, and published in the *New Quarterly Magazine* in the following April. In book form it is now in its second edition. It ought therefore to be tolerably well known to most readers. And yet, unless we are very much mistaken, it is not half as well known as it deserves to be. It is written by one himself strongly inspired with the true comic spirit, and—what is unfortunately rare in Mr. Meredith's books—it is written with clearness and simplicity, without losing thereby any of his accustomed strength. There is hardly one inverted or twisted sentence in the whole book.

Before we get to the end of the Essay we have been given more than one excellent analysis and description of the character, attitude, and mode of true comedy; but just at first one is a little disconcerted to find comedy taken to mean nothing more and nothing less than Molière's comedy. Splendid examples, no doubt, are "Le Tartuffe" and "Le Misanthrope" and the rest; but they do not exhaust all the kinds of true comedy, nor is their method the only true one. Indeed one of the strange things in this Essay is that it omits to consider, and hardly even refers to, the comedy and comic method of Shakespeare. Had we space, we should delight in endeavouring to point out, and illustrate the likenesses and differences between Shakespeare and Molière in the matter of comedy, and to show that complete superiority in every point does not rest with the latter; but we must content ourselves with referring our readers to what Ten Brink says in his "Lectures on Shakespeare" under the heading "Shakespeare as Comic Poet." Possibly Mr. Meredith might answer that he considers Shakespeare's work as humorous rather than comic—he draws the distinction between these two admirably in more than one place in the Essay—but that is an opinion we would contest. The fact is—at least so it seems to us—that Molière is so academic, so neatly finished and polished, so careful not to mingle other elements with his comic stuff, that this last makes a sharper and more marked impression than it does in the cases of other writers; with a consequence, however, that the plays in which this carefulness is at its greatest are

somewhat lacking in *vraisemblance* even when given on the boards of the Comédie Française. Mr. Meredith himself says that to understand "Le Misanthrope" you must first love pure comedy warmly.

The writer whose work Mr. Meredith chooses for comparison with Molière's is Congreve; and excellently are the differences and likenesses between the two, and Congreve's own special characteristics, brought out and set before us—his literary force, succinctness of style, readiness of illustration, full flow of language, and the rest. Excellent, too, are the analyses and the illustrations of the comic spirit—the silvery laughter of the intellect, the first-born of common sense—which we are given in the latter half of the book; which includes also a valuable appreciation of Aristophanes. The comic spirit, we are told, addresses men's intellects with reference to the operation of the social world upon their characters. Incidents of a kind casting ridicule on our unfortunate nature instead of our conventional life do not belong to true comedy. On which we remark that we suppose "nature" as here used must be taken to mean what is fundamentally common to all mankind, for, as ordinarily used, it is too much the result of environment, social and other, to be excluded from comedy or to be separated from character. The comic idea, speaking from intellect to intellect, presupposes for its existence a cultured and civilized society; and this presupposes little or no social inequality of the sexes. Germany is poor in comedy because, even in cultured circles, she does not recognize woman as man's social equal. Cultivated women should recognize the comic muse as one of their best friends. The comic, which is the perceptive spirit, is the governing spirit awakening and giving aim to our powers of laughter—differing from satire in not sharply driving into the quivering sensibilities, and from humour in not comforting them and tucking them up, or indicating to them any broader range than that of this bustling world. On these and other like topics there is much to be said, and from more than one side. Mr. Meredith from his side states his views well. We do not always assent; but it is impossible not to be interested and stimulated. We will conclude by quoting part of one of the finest passages in the Essay, dealing with the uses of the Comic Spirit, the sunlight of the mind, in the combat with Folly, the daughter of Unreason and Sentimentalism:—

Men's future upon earth does not attract it; their honesty and shapeliness in the present does; and whenever they wax out of proportion, overblown, affected, pretentious, bombastical, hypocritical, pedantic, fantastically delicate; whenever it sees them self-deceived or hoodwinked, given to run riot in idolatries, drifting into vanities, congregating in absurdities, planning shortsightedly, plotting dementedly; whenever they are at variance with their professions, and violate the unwritten but perceptible laws binding them in consideration one to another; whenever they offend sound reason, fair justice; are false in humility or mixed with conceit, individually, or in the bulk—the Spirit overhead will look humanely malign, and cast an oblique light on them, followed by volleys of silvery laughter. That is the comic spirit.

On the Use and Abuse of some Political Terms. By Sir GEORGE CORNEWALL LEWIS. New Edition, with Notes and Introduction, by THOMAS RALEIGH, D.C.L., Fellow of All Souls' College, Oxford. (Clarendon Press.)

Sir George Cornewall Lewis's essay "On the Use and Abuse of some Political Terms" has always been precious to the elect. Once reprinted by Sir R. K. Wilson in 1877, the edition has long been exhausted, but the steady demand for one of the few political treatises which "help us to clear our minds of cant and to discern the true meaning of the phrases which are offered in exchange for votes by practical politicians" has encouraged Mr. Raleigh to re-edit the work at a price which will render it still more widely accessible.

Of the biographical and literary appreciation which the last editor has prefixed, it will be sufficient to say that it fills as indispensable a place, and fills it as well, as Mr. Montague's brilliant introduction to Bentham's "Fragment of Government." For both Bentham and Lewis now stand in some need of a sympathetic apology. Dating, as this essay does, from the year of the first Reform Bill, nurtured in an atmosphere of negative, if ardent, Liberalism, the first fruits of John Austin's lectures on jurisprudence, this "early and, in some respects, immature performance" is one of the most characteristic productions of a school of reformers who set their political faith in a critical logic and the dry light of scientific discussion. Advancing years never quite freed Lewis from "a certain want of sym-

pathy" in his intellectual outlook. The narrow logic of common sense, and, as Mr. Raleigh pregnantly suggests, an over-carefulness in filling up his spare hours and minutes with work, precluded him from ever attaining the profound tolerance which distinguishes the understanding critic from the professor of the art of definition. To him Macaulay was only a rhetorician, Carlyle an enemy of exact methods in history, Froude "a complete historical sophist." Nor was he more respectful to the dead. To the influence of Bentham and Austin may no doubt be attributed the vigour of his attack on Blackstone. Rousseau was "the polluted source" of a host of mischievous political delusions, and he himself never doubted his capacity to "dispose of nearly the whole body of political speculators, from Plato downwards, without refuting their conclusions separately, by showing that their *methods* were unsound." In sum, Lewis might have appropriated the words of an older and greater political philosopher—the real founder of the critical school, one to whom he was deeply indebted, although he probably never more than imperfectly realized the spiritual filiation—"Civil philosophy is no older than my book." It is not a little significant how page after page reproduces the arguments and re-echoes the language of Hobbes.

The theme of the treatise is "equivocal words." The author claims for it "a middle place between a technical dictionary and a scientific treatise." Why quarrel over terms? Why add yet another chapter of logomachies? Surely the world is weary of these long debates! "Spes est una in inductione vera!" the impatient reader may protest on the threshold. That is exactly Lewis's own position. Just because he recognized the primary importance of definition and classification in inductive science, he aimed at laying foundations of future political speculations surely in "notiones vere, bene terminatæ." Now, to a thinker who essays to clear other men's ideas and to disentangle popular confusions, two roads lie open—the method of re-definition and the method of analysis. "One word one meaning" is a sound principle in mathematics or chemistry; but whether it is possible to impose an iron terminology on the science of politics, or whether, if possible, it would be desirable, is more than doubtful. Lewis, as Mr. Raleigh points out, is far too fond of assigning one meaning to a term and of marking all other uses of the same term as improper and misleading. Banish politics to Saturn, and you may handle it as an exact—and hypothetical—science; but, while politics holds its place among the catholic interests and common topics of men, the political thinker will have to make the best terms he may with popular phraseology. Aristotle saw this, and, with the subtlest of sound sense, was content with substituting analysis for dogmatism. For each refinement in distinction pays homage to the infinite complexity of facts and draws the attention from abstraction to reality. But, indeed, the acutest of dialectic is no substitute for the historical method. If Lewis could have conceived more tenderness for the fallacies he impaled, if, guided by the patient wisdom of Aristotle, he had waited to investigate the cause of error (*τὸ αἴτιον τοῦ ψεύδους*), and had written to explain rather than to expose, he would have found history has secrets to deliver to the student of words. As it is, his essay will continue to be read, as it deserves, both for stimulus and for warning. It will only be superseded when a thinker of truer historical insight, of deeper learning, and of wider sympathy succeeds in unfolding out of the history of political equivocations the slow and secular movement of thought.

The Ruins and Excavations of Ancient Rome. A Companion Book for Students and Travellers. By RODOLFO LANCIANI. (Macmillan.)

Professor Lanciani has compiled an ideal guide-book—and much more. If the arm-chair reader does not find his fancy stirred by it, he must be singularly deaf to the challenge of the historical imagination; if the sauntering tourist does not find his path through the Forum and the Campus Martius made straight and delightful, he has only himself to blame; and, if the scholar cannot find his profit in thumbing these pages once and again, he is either a person of colossal knowledge or of superhuman self-complacency. For the author most felicitously unites the qualifications for the task he has undertaken. Of his reputation as an ardent and successful researcher it is needless to speak. Rome has inspired the labours of a lifetime, and their results are scattered through the learned periodicals of more than

a quarter of a century. Withal he is a past master of the art of exposition, and there must be few who have enjoyed the privilege of attending his peripatetic lectures among the ruins of Rome without some quickening of the mental vision and the birth of a real and undying interest in Roman archaeology.

It is in no spirit of ingratitude to his predecessors that we affirm that this hand-book crowns their labours. It is as straightforward and business-like as Baedeker or Burn, and—a practical consideration—it is almost as handy a volume; in the command of literary sources and the vast and ever increasing bibliography of Rome its author can match with the solid erudition of Jordan and Richter: while the late Professor Middleton was not so great an expert in Roman architecture as Professor Lanciani himself. But the cardinal merit of the volume under review is that the story of ancient Rome and its vicissitudes is told more completely and therefore more entrancingly than ever before in so small a compass. Professor Lanciani has not stopped short at the "Notitia" and the "Carosum," nor even at the *Einsiedeln* Chronicle. Not content with rearing again the fabric of a Rome the glory of the ancient world, he has included in his programme the story of its dissolution, he has aroused a pathetic and indignant interest in Rome the spoil of the treasure seeker, and the quarry of the *Fabbrica di San Pietro*. The transformation of the Mausoleum of Hadrian into a battlemented fortress marks the continuity of history, and the faction fights which raged round its solid masonry for centuries may well have vexed the ashes of its founder, but its condemnation to serve as a stage for Easter fireworks was a final indignity which might have been spared. The fascination of the Coliseum (why does Professor Lanciani nowhere explain the name?) is certainly not diminished when one is reminded that in the sixteenth century Passion Plays were performed amid its ivy-clad ruins, and that two centuries later a Pope could be found to turn the glorious monument into a deposit of manure for the production of salt-petre. "Vicisti, O Galilee!"

Though elemental forces have been kinder than human avarice and ignorance, they have played their part well. An eternal city buries itself. "If the Forum of Trajan, excavated by Pius VII., in the heart of the modern city, was not cleaned or swept once a week, as is the case now, at the end of each year it would be covered by an inch of dust, by one hundred inches at the end of a century: and I speak of matter accumulated there simply by the action of rain and wind. But, if the Forum of Trajan should be selected by the living generations as a receptacle for the daily refuse of the city, its disappearance would take place in a few years: and this has been the case with the Forum Romanum, the Coliseum, the Forum Augustum, the Palatine, the Pons Fabricius, and so on."

In his skilful disposition of the bewildering mass of his material we think the author, guided by his years of experience, has been singularly happy. Neither a rigidly topographical arrangement, nor a consistently logical or historical one, has been followed, while to the Introduction and a concluding chapter the reader must be referred for an excellent digested account of the growth, the general characteristics, and the social statistics of Rome. The tables at the end do not materially add to the weight of the volume, and compensate the student on the spot for the absence of his library. The illustrations are excellent, and some of them are now published for the first time; but why do we look in vain among them for the Palatine wall of Romulus? It is perhaps to be regretted that there are not even more plans, and that there is no sufficiently large and detailed map of Ancient Rome as a whole. For instance, one cannot find the *Vicus Patricius* in any of the plans included. Perhaps in the second edition Professor Lanciani may consider the advisability of adding a pocket map; the "Forma Urbis Romæ" is not always at hand for reference.

"The Cambridge Bible for Schools and Colleges."—*Isaiah*, Chapters xl.-lxvi. With Introduction and Notes by the Rev. J. SKINNER, D.D. (6½ × 4½ in., pp. lxx., 251; price 4s. Pitt Press.)

This volume concludes Dr. Skinner's excellent edition of *Isaiah*. The series to which it belongs is now so well known, and so deservedly valued, that it is hardly necessary to say more than that Dr. Skinner's second volume is as good as his first, and that both are on the same high level as the rest of the series. We have looked up more than one point on which opinions differ, and have always found moderation of statement and a desire to represent adequately all views really worthy of attention. In particular we would refer to the full and clear dis-

cussion of the meaning or meanings of the term "Servant of Jehovah." The introduction is full, and is ably written; and so are the footnotes, which are very copious. Indeed, the book, like the rest of the series, suffers somewhat from over-annotation. A timid little stream of text trickles along the tops of the pages, banked by a luxuriant tropical growth of exegesis and explanation—rather appalling to young students. The text adopted is that of Dr. Scrivener's "Cambridge Paragraph Bible." There are three appendices and a good index.

Stray Thoughts on Reading. By LUCY H. M. SOULSBY. (6¼ × 4¼ in., pp. 243; price 2s. 6d. net. Longmans.)

Miss Soulsby has done well to collect and publish her lectures and addresses, written originally for the girls of the Oxford High School. Though all are not perhaps quite worth preserving, the majority of the pieces are, and will be read with pleasure by others besides schoolgirls. The best papers to our mind are "The Divine Comedy"—a clear and interesting account of the poem, with quotations in English—"Paracelsus," "Novels," and "Suggestions on Reading." The last will be found specially helpful by young people. The little paper on Dante's life, though well written, seems to us misleading. It misses the point that Dante's Beatrice was, after the fashion of the time, a poet's idealization rather than a real person, the actual intercourse between Dante and the real Beatrice having been very small. Nor are we told that Dante was married, and seemed quite contented to leave his wife and children behind him for ever when he was driven into exile. The paper on "The Happy Warrior" is clever, but a little too severe, and we are not prepared to condemn him so strongly for lack of a sense of sin. "A Shadow from The Merchant of Venice" is a very extraordinary attempt to raise that flabby melancholy person Antonio into the position of a model gentleman—entirely ignoring, by the way, his behaviour to Shylock—to belittle Portia, and to hint that Bassanio would probably get drunk in his wife's presence when he had a friend to dinner. Would that Portia were here to make answer in person! One would think that it must be Miss Soulsby's fun—but there is no sign of its being so. However, as we have said, the other papers are good reading, and the lists of books will be found useful; though that for "Sunday Reading" is a little terrifying.

(1) *The Ancient Mariner*. Edited, with Introduction and Notes, by A. J. GEORGE, M.A. (6½ × 4½ in., pp. xxxiv., 59, 33; price 1s.)

(2) *Carlyle's Essay on Burns*. Edited by the same. (6½ × 4½ in., pp. xx., 139; price 1s.) (D. C. Heath & Co., Boston; Isbister & Co., London.)

(1) Mr. George is a teacher in the English department of the High School, Newton, Mass. In the edition of "The Ancient Mariner" we are given a preface dealing with Coleridge's life and writings, an introduction consisting of quotations of what has been written about him, the text, copious notes, and a reprint of the poem as it appeared in "Lyrical Ballads," together with the preface to the same. The account of the life and writings is very pleasantly written, and the introduction is fairly well selected. But the notes are, to a great extent, precisely what notes ought not to be. Instead of concentrating attention on the text, they commonly do the very reverse. For instance, when the text has the line "I heard the skylark sing," we are given in the notes four quotations from poets about listening to the skylark: and so on. But, on the other hand, Mr. George has evidently read most of the literature bearing on the poem, and many of his illustrative quotations from critics are very much to the point and interesting in themselves.

(2) The "Essay on Burns" is edited on the same lines, but with much greater success. The preface, which deals partly with Burns, partly with Carlyle, and partly with the work of criticism, seems to us particularly well written; while the notes are much less discursive, much more to the point, and very well informed. In short, this edition is a thoroughly satisfactory one, and can be heartily recommended.

A School History of English Literature. Vol. II.: *Shakespeare to Dryden*. By ELIZABETH LEE. (6½ × 4½ in., pp. vi., 232; price 2s. Blackie.)

A short while ago we noticed with approval the first volume of this little history. The second volume is quite as worthy of approval as the first. It is written with abundant and accurate information, good judgment, and good taste. It gives, as Miss Lee herself indicates, a descriptive rather than a critical account of English writers, preserving a very fair proportion between the lesser and the greater men. Here and there we are given rather more biography than has any real bearing on the literature; but this is not often the case, while the illustrative passages quoted are very much to the point. We note with pleasure that we are shortly to have two volumes of specimens—one of prose and one of poetry—which are sure to be useful. Our only grumble is that the book is called a *school* history, and is intended for middle forms. The history of literature is hardly a subject for schools at all, and should never be attempted by any but the highest forms, if even by them.

The Story of the Midlands. (7 × 5 in., pp. 254, illustrated; price 1s. 6d. Edward Arnold.)

This book, like its predecessors in the same series, is well written, well printed, and well illustrated. The topics dealt with are selected

with care and good judgment, and what we are told about them is written simply and clearly and often picturesquely. The illustrations also are not merely decorative, but are real aids to the letterpress. The counties covered by the volume are Northampton, Leicester, Nottingham, Derby, Stafford, Worcester, and Warwick. It might, perhaps, have been better not to attempt to include so many in one volume, as, in consequence, very much that is interesting has to be left out; but we suppose the plan of the series rendered this necessary. In any case, however, we intend it as a compliment when we say that we would gladly have had more about the counties told in the same way. As our readers doubtless know, the series does not restrict itself to geographical and industrial matters, but touches also on matters literary, scientific, and artistic (particularly architectural), when these are of special interest.

Biblia Innocentium. By J. N. MACKAIL. (7½ × 5 in., pp. viii., 288; price 6s. Longmans.)

This book was printed for Messrs. Reeves & Turner five years ago, and the publication was transferred to Messrs. Longmans last year. It is the story of God's chosen people before the coming of Christ upon earth written anew for children. Probably most of our readers know it already, or have at least seen it or heard of it. Its topics are well chosen, and well put together, and it goes without saying that it is written in scholarly English, and with decided charm of style—part of which is, no doubt, due to the Old Testament itself. But we doubt whether Mr. Mackail understands children and their habits of mind quite sufficiently to cater for them with complete success. This, however, only applies to parts of the narrative; the greater portion of it is just as it should be. Nothing is left in which is unsuitable to children, and there is no attempt to rationalize the story. The book is well printed and neatly bound.

Essays, Essay-Writing, and Paraphrasing. By C. J. DAWSON, B.A. (7 × 4½ in., pp. 160; McDougall's Educational Co.)

This is the fifth edition of a capital little book, written by an experienced teacher. It consists of "models and hints for pupil-teachers, scholarship candidates, and students." Both the models and hints are well suited to their purpose; and the book deserves its success. We specially commend the chapter on Paraphrasing, which gives a good account of the different kinds of paraphrase, their values, and hints as to how we may excel in each, followed by numerous examples.

Book-keeping: Single and Double Entry. By J. E. L'ESTRANGE. (7½ × 5 in., pp. xi., 163. Simpkin, Marshall.)

Mr. L'Estrange is an accountant and auditor, and has also had considerable experience in teaching his subject. His little book—more than one-third of which, by the way, consists of reprinted examination papers—seems to us well arranged, workmanlike, and clear in statement. It is specially designed for use in commercial schools, evening classes, and for self-instruction. The ground is well covered, and there is a plentiful supply of exercises and questions.

(1) *A Beginner's Guide to Modern Business Methods: The Home Trade.* By FREDERICK HOOPER and JAMES GRAHAM. (8½ × 5½ in., pp. xv., 171; price 2s. 6d. net.) (2) *Teacher's Companion to Modern Business Methods.* By the same. (1p. 48, price 2s. 6d. net.) (3) *The Beginner's Guide to Office Work.* By the same. (1p. xv., 101; price 1s.) (4) *Facsimile Modern Business Forms.* (Price 6d.) (Macmillan.)

A capital set of books, well written, and excellently suited to their purpose. The first is described as a guide to the operations incidental to the trade of the United Kingdom, with the customary documents and correspondence: a reference book for business men and a text-book for commercial students. The authors are men of practical experience, and also have the gift of making their meaning perfectly clear. We have looked up more than one point liable to prove difficult for beginners, and have found the explanations given all that they should be. The book is well arranged and clearly printed. Questions are supplied on the various chapters; and we are given a good index. The "Teacher's Companion" is intended as a help to those teachers who use the "Modern Business Methods," and supplies answers to the questions set in that book. It also explains how to equip and conduct classes in the subject. The hints given seem to us *à propos* and useful. "The Beginner's Guide to Office Work" is an abridgment of the volume just mentioned, omitting that part which has to do with mediums of exchange; and the "Facsimile Forms" are for use in connexion with the same volume. Publications such as these will be found of the greatest value wherever classes are established for giving commercial education in the true sense of the term.

Elementary Practical Physiology (Section I.). By JOHN THORNTON, M.A. (7½ × 5 in., pp. vi., 311; illustrated, price 2s. 6d. Longmans.)

The Elementary Physiography Syllabus issued by the Science and Art Department is, as our readers doubtless know, divided into two sections—Section I. comprising the main fundamental principles of physical science, and Section II. dealing with what is more commonly known as physiography proper. The latter is not given in the volume before us; and it would have been less misleading if only the second

title had been used for the book, viz., "A Course of Lessons and Experiments in Elementary Science." As such, it is one of the best small books of its kind which we have seen for a long time. The Department has made the somewhat common mistake of supposing that the logical order of a subject is the order for teaching—that, because the common phenomena of wind and weather, condensation, evaporation, &c., cannot be fully explained without a knowledge of physical science—matter, force, energy, chemistry, magnetism, &c.—therefore all these things must be studied first. The consequence would be that, in most cases, we should never reach physiography at all. The teacher who is wise, who thinks of the learner's mind as well as the subject to be learnt, will not take this course. He will begin with the phenomena to be observed, and will gradually lead up to the need of certain parts of physical science more especially treated, introducing, when the time comes for explaining the phenomena, just so much and such physical science as is required. In short, physiography, as far as young students are concerned, should be the *beginning*, the informal beginning, and not the *end*, of physical science. Treated in this way the parts of science introduced have a meaning and a connexion; treated in the other they form but a disconnected collection of odds and ends. Mr. Thornton, of course, is not responsible for this, though he seems to approve of the plan of the Syllabus. He tries valiantly to produce some appearance of connectedness in his little book, but naturally without any great success. But take his chapters and topics separately, and it would be hard to find fault with their accuracy, simplicity, and clearness. All the experiments recommended in the Syllabus are carefully and skilfully described, with some fifty more; while the illustrations are unusually good. Indeed, granted that the lines of the book were necessary and right, the book itself could hardly have been better composed. At the end of the book we are given sets of questions on each chapter, with occasional hints for answers, a few examination papers with hints and solutions, and a good index. Those who work for the Science and Art certificates will find this small volume of decided help to them.

Higher Arithmetic and Mensuration. By EDWARD MURRAY. (Blackie.)

Though this is not the only book with the above title, we know of none which quite covers the same ground. Much of it, no doubt, is to be found in other text-books, but there are several chapters, especially those dealing with the theory of numbers, which are generally excluded from elementary works. We may mention as especially interesting the chapters on square and cube numbers, prime numbers, circulating decimals, and powers and roots. Perhaps the best idea of the book can be given by quoting a few of the theorems that are proved:—"If $a^2 + b^2 = c^2$, either a or b is a multiple of 3, either a or b is a multiple of 4, and either a , b , or c is a multiple of 5." "Every exact cube can be expressed as an arithmetical progression." "There is no limit to the number of prime numbers," &c.

The Principles of Arithmetic. By AN INSPECTOR OF SCHOOLS. (McDougall's Educational Co.)

On the whole, this is a useful book, and should be in the hands of every young teacher of arithmetic. It is difficult to imagine any explanation of the first principles put more clearly and in a manner more full of interest. Later on, some of the methods are old-fashioned and not quite free from objection. Cancelling marks are resorted to when they might have been avoided. Take, for instance, the concluding part of example (8) on page 200, which is written:—

$$\begin{aligned} \text{"Cost to manufacturer"} &= 11s. 6d. \times \frac{100}{125} \times \frac{100}{115} \times \frac{100}{120} \\ &= 12s. 4d. \times \frac{4}{125} \times \frac{4}{115} \times \frac{5}{120} \\ &= 80d. \\ &= 6s. 8d." \end{aligned}$$

This might have been given more simply thus:—

$$\begin{aligned} \text{"Cost to manufacturer"} &= \frac{23}{2} \times \frac{100}{125} \times \frac{100}{115} \times \frac{100}{120} s. \\ &= \frac{23}{2} \times \frac{4}{5} \times \frac{20}{23} \times \frac{5}{6} s. \\ &= \frac{40}{6} s. \\ &= 6s. 8d." \end{aligned}$$

In the contracted multiplication and division of decimals, the last figure cannot be obtained with certainty according to the examples given on pages 120 and 123.

The New Explicit Algebra in Theory and Practice. By JAMES J. O'DEA, M.A. Part II. (Longmans.)

The first part of this Algebra was noticed in the July number of the *Journal*. We regret that the whole work was not then before us; for the second part is a very useful text-book, full, interesting, and, as a

rule, sound in theory. The two chapters on the theory of quadratic equations and on simultaneous quadratic equations are admirable, as are also the collections of examples and those which are worked as types.

A Simplified Euclid, Book I. By W. W. CHERITON. (Rivingtons.)

This edition of Euclid's first book is intended for the use of preparatory schools and the lower forms of public schools. The diagrams are good, and the propositions are models of style. Each proposition is followed by two or more simple exercises, and by notes which explain particular steps more fully, or caution the beginner against the common mistakes. Generally, the notes are useful, and evidently the result of experience. To one or two, however, exception must be taken. The note on Prop. 19 is of doubtful value: "Euclid here uses for the first time what is known as the 'proof by exhaustion,' because all results which are true, if this proposition is untrue, are shown to be false. Hence the proposition is true." Again, after pointing out that Prop. 17 is the converse of Axiom 12, the author makes the following strange remark: "Perhaps it would have saved a great deal of discussion if Euclid had treated the axiom itself as a proposition, for—as Simson, the great mathematician, said—the number of axioms ought not to be increased without necessity."

"The University Tutorial Series." *The Intermediate Text-Book of English History.* Vol. IV., 1714-1837. By A. JOHNSON EVANS, M.A. Camb., B.A. Lond., and C. S. FEARENSIDE, M.A. Oxon. (W. B. Clive.)

As we have already noticed the second half of this book, which is published in a separate form, we need do little more than call attention to the appearance of the whole in a single volume of handy size and well printed. It is full of information briefly and accurately recorded. While it would, we think, be unwise to expect any student to read unaided a book so closely packed with matter, this work, may, perhaps, be found useful both as a foundation for oral teaching and as a place of ready reference for those who are "getting up" a period for examination. Though we do not demand graces of style in a book of this sort, we think that our authors should have set a better model of writing before those whom they wish to instruct. Such sentences as "we must realize" Pitt "as a war Minister," and others that we could quote, ought not to occur even in the humblest text-book. Belonging to the same series are two date-charts of English history which may be fastened to a wall, both arranged in columns, each column presenting the dates of a century. One of these charts is intended for young, the other for more advanced, students. Both are, we think, over-full.

Religious Teaching in Secondary Schools. By the Rev. G. C. BELL. Second edition. (Price 3s. 6d. Macmillan.)

An added chapter on Christian Ethics enhances the value of this most useful guide to teachers. The superiority of the inductive method is fully insisted on, as is the gradual evolution of Christian ethics. It is also pointed out that civic virtues were ignored both by the early Church and the framers of the Prayer Book. The same might be said as to the duty of æsthetic culture. In the list of books recommended we find neither Herbert, nor Seeley, nor Abbott. Does Mr. Bell regard them as non-Christian moralists?

Continental Chit-Chat. By MAHEL HUMBERT. (Price 1s. White & Co.)

The title exactly corresponds to the contents. The authoress, an Englishwoman by birth, was educated in French and German schools, and has a wide acquaintance with the Continent of spas, and watering-places, and health resorts. Her stream of gossip flows on like Denham's Thames—never dull, but never very exciting. It is just the book for a hot afternoon, *sur la plage*.

The Works of Geoffrey Chaucer. Edited by A. W. POLLARD, H. F. HEATH, M. H. LIDDELL, and W. S. MCCORMICK. The Globe Edition. (Macmillan.)

The genesis and evolution of this volume is told at full in an interesting preface by Mr. Pollard, the general editor. His apology for a new text following so close on the heels of the "Oxford Chaucer" and the "Student's Chaucer" is scarcely needed, at least as far as the reading public is concerned. The more independent editions by competent scholars the better for them. Of the competence of the triumvirate enlisted by Mr. Pollard there can be no dispute. The name of M. H. Liddell may be unfamiliar to Englishmen, but it carries weight in the States, and we rejoice to see an American associated in this tribute to the first great poet of our common race. The main point of difference between this text and its forerunners and rivals is the accented *e's*. Purists have objected to them as an innovation, but the ordinary reader will be grateful for such help, and those scholars who quarrel with it should, in consistency, give us Greek texts without accents.

Compendium of Italian Pronunciation. By T. E. COLOMBA. (7 × 5½ in., pp. 47; price 2s. Hirschfeld Bros.)

This little book provides us with rules for the pronunciation of Italian and complete lists of exceptions, tabulated alphabetically for ready reference. The work seems to us carefully done; but it is a pity that the author has not seen fit to give us any guidance as to the "tonic

accent," as this is often one of the greatest difficulties for beginners. We can learn the pronunciation of the letters, singly and in combination, with fair certainty; but this still leaves us in the dark as to which syllable should bear the stress when the word is spoken. No doubt it would be impossible to give us rules of universal application; but that is no reason why none should be given.

ELEMENTARY READERS, GEOGRAPHIES, &c.

The Palmerston Readers. (Blackie, 4d. to 1s. 6d.)

Long extracts from such writers as Zangwill, Conan Doyle, Hardy, Stevenson, and F. A. Steele are bound to interest school-children and make them wish to read further; and it is of such extracts that the Fifth and Sixth Books in this series are largely composed. The other lessons are mostly scientific, and deal with subjects like Ball-bearings and the story on the Willow-pattern Plate. The illustrations, though remarkably good, are few, and thus the literary matter remains, as it should, the chief attraction of the books. The coloured pictures, which usually seem beneath the dignity of an upper-standard Reader, are in this series wisely restricted to the lower books. The notes at the end are illustrated with diagrams, which give a great air of reality and seriousness to the Readers. The composition and précis-writing exercises should be found useful; for instance, in one the children are told to fill in, from imagination, a gap occurring in an extract from "Silas Marner." Each book also contains an instalment of grammar.

The "Home-Lesson Books" in connexion with the Readers are a refreshingly courageous series, and, if properly used, should largely overcome the mechanical difficulties of the reading-lesson. Spelling, writing, and grammatical exercises are included, and, at the end of each, occur some half-dozen pieces of poetry suitable for repetition. Few children in the first and second standards should, however, be troubled with the books prepared for them.

In the "Infant Readers" the words are well built up on the "sound and sight" principle. The division of words into syllables by ticks instead of hyphens should accustom children to reading undivided words more readily than the older method. The process illustrations are detailed—little children like to hunt over a picture—and the colouring of some is unusually careful, if somewhat heavy in a few cases. Many of the pictures are really very pretty. The words in the second Infants' Reader seem rather hard, but the editor evidently trusts to the power of interest for overcoming difficulties throughout the series, and, generally, these Readers are strongly to be recommended for the use of those children whose home and general surroundings enable them to appreciate standard literature and to undergo the mental strain which the study of it involves. Perhaps the best feature of the series is, that it assumes a high level of intelligence in the readers, and approaches them in a frank and manly tone. Many of the extracts, too, have a patriotic tendency.

A Story Reader for Standard "0" (Blackie, 6d.) is a plainer, stronger book than the "Palmerston," but containing the good points of the series, prepared for children who are too backward for Standard I., and to whom the first steps in reading must be almost entirely mere drudgery.

Tellers of Tales, edited by R. WILSON, B.A. (Arnold, 1s. 6d.), is not a school-book, but its object is "to whet the appetite of young people for good English literature," and therefore it deserves a place among higher standard Readers. Biographies of deceased writers such as Scott, Dickens, and Thackeray are followed by lists of their works, and these again by extracts; while each extract is preceded by a well-meant, but rather bald, sketch of the context. A justification of the word "fiction" occurs in the introduction, and, while the books from which extracts are taken for the Palmerston series are by no means within the reach of all, the works mentioned in this collection should be in most school libraries or given as prizes, and so the appetite, whetted by the extracts, could be satisfied in the originals. The extracts are not always the finest pieces the writers have produced, but they are from books which youthful readers can peruse with safety. The illustrations are capable of improvement. Though these literary Readers are an immense advance upon the ordinary compilations, yet perhaps school editions of whole books would rouse interest in literature still more effectively.

Macaulay's Lays of Ancient Rome (Macmillan, 1s. 9d.), edited by W. T. WEBB, M.A., is not intended for elementary school reading, but the edition, with its full and critical notes and introduction would be useful to the student in Training if the "Lays" were set for the Certificate Examination.

Similarly, *King Lear*, edited by P. SHEAVYN, M.A. (Black, 1s. net), though intended for school use, seems hardly the best play for the purpose, and yet it is the second of the series. Still, the introduction and notes—which look more like a vocabulary than usual—are models of conciseness, but are hardly full enough for examination purposes. The rough linen cover would soon get very grimy in school.

Neither can *Frances E. Willard*, by FLORENCE WITTS (Sunday School Union), be recommended as a class-book, though it would be valuable in a girls' school library. It gives a picture of Transatlantic

life and narrates the steps by which a clever girl rose to a position of importance. It would also introduce the serious question of temperance in an attractive and effective form.

North America. By LIONEL W. LYDE, M.A., F.R.S.G.S.
(Blackie, 1s. net.)

This geography of the continent which was "re-discovered by Columbus" makes a timely appearance. The writer has made his subject an exercise in reasoning—to which geography lends itself very well—and the facts will be easily remembered as links in a chain of cause and effect. His comparisons, his round numbers, and suppression of detail, all aid the memory. The populations might perhaps be given more space. The facts are arranged and classified with a certainty which indicates great knowledge, but the book is to be studied with an atlas—not to be read in class. The work would be very useful to pupil-teachers and in higher-grade schools where advanced geography may be required for commercial or scholarship examinations.

Chambers's Alternative Geography Readers (1s. 4d.) are very different from the foregoing. The Fourth Standard Reader deals with Physical Geography in a very simple, but effective, manner. For instance, Fred learns about the tides by nearly getting drowned. The diagrams are clear, one of the best showing the different zones filled with appropriate animals, and recalling the story of the Ark. In the Fifth Reader two proper little people and an omniscient uncle tour about the British Isles, and the book ends by the uncle wishing Ireland peace and prosperity. A higher note is struck in a history of the woollen trade, and a piece from "Marmion." Summaries for home use are issued at 2d. and 3d. each.

Chambers's Alternative History Readers are the counterpart of these geography books. The lessons are largely biographical, yet they manage to indicate very fairly the development of movements, though in merest outline. In the last of the series, dealing with the present reign, an improvement is observable. The section upon the Condition of the People with its continuations on Chartism and Co-operation, and the short chapters upon National Education and Imperial Expansion, give very fair material for mental exercise, but, generally, it may be said of both these sets of Readers that they are rather childish, especially in the explanation of words like con-trol, de-cay-ing, and uni-form. Nevertheless, they should prove useful, though easy Readers, for rural or unfavourably situated schools.

Object Lessons in Domestic Economy, Vol. I., Foods, by V. MURCHÉ (Macmillan, 2s. 6d.), is tellingly arranged by a teacher for the use of teachers, and deals with a subject from the study of which more direct good results than, perhaps, from any other branch of school-work. Though it gives much practical advice, the method of the book is scientific, and the lessons upon the growth and importation of foods add interest and dignity to the house work which is usually thought such drudgery. The lessons upon dairy and other farming should lay the foundations for improvements in the production of butter, cheese, and other foods, for which it seems we are not obliged to depend on the foreigner.

School Organization, Hygiene, and Discipline, by J. COWHAM (3s. 6d., Westminster School Book Depot), deals largely with school drains, sites, and buildings, school fittings, and the evils arising from unsuitable desks, insufficient light and air, and similar subjects. The sections on accidents and epidemics are valuable. In the portion on Organization there is a tendency to exalt useful and practical hints into general principles, and much that is said about discipline should come instinctively to the capable teacher in sympathy with his class, and the fewer preconceptions he has on the subject, the more natural, and therefore the stronger, will his influence over his pupils become. The plan for a Record of Virtues seems rather priggish. Still the section on Hygiene is well worth having. Some hints on voice production would be a welcome addition.

Domestic Science Readers, Book VII. (Macmillan, 1s. 9d.), by the same author, might well be given to girls leaving school. The narrative contains much direct practical teaching, enforced by statistics and diagrams; the tightly-laced lady, for instance, looks far less happy than her companion. The Great Plague has to do duty, and the section on Temperance shows clearly that strong drink is not a food. In passing, we may remark that wine is not made by boiling grapes in water. The binding is strong, but the book does not open well. Any Reader which encourages children to read for the sake of the matter, and not merely for practice in elocution, is to be recommended.

PUBLICATIONS RECEIVED.

EDWARD ARNOLD.—Biological Lectures delivered at the Marine Biological Laboratory of Wood's Hall, 1896-1897.
ADAM & CHARLES BLACK.—The English People in the Nineteenth Century: a Short History. By the Rev. H. de B. Gibbins, D.Litt., M.A. Price 2s.

- BLACKIE & SON.—Latin Grammar Papers. Selected and arranged by A. C. Liddell, M.A. Price 1s.—Arithmetic Tests, Scheme "B." Standards I. to VII. Price 1d. each.
WILLIAM BLACKWOOD & SONS.—Modern Geometry of the Point, Straight Line, and Circle. By J. A. Third, M.A. Price 3s.
CAMBRIDGE UNIVERSITY PRESS.—History of the Life and Reign of Richard the Third, to which is added the Story of Perkin Warbeck, from original documents. By James Gairdner, LL.D. New and revised edition. Price 8s. 6d.
CASSELL & CO.—A History of England from the Landing of Julius Cæsar to the Present Day. By H. O. Arnold-Forster. Second edition, revised. Price 5s.—Little Folks: a Magazine for the Young. Volume for 1898. Price 3s. 6d.—In a Conning Tower: or, How I took H.M.S. "Majestic" into Action. By H. O. Arnold-Forster. Eighth edition, with a New Preface. Price 6d.—British Battles on Land and Sea. By James Grant. Part I. Price 6d.
C. J. CLAY & SONS.—The Method of Teaching Modern Languages in Germany. By Mary Brehner, M.A. Price 1s. 6d.
DICKWORTH & CO.—Captain Fracasse. By Théophile Gautier. Translated by Ellen Murray Beam. Illustrated by Victor A. Searles. Price 5s.
W. A. GULLICK (Sydney).—The Wealth and Progress of New South Wales, 1895-7. By T. A. Coghlan.
HIRSCHFELD BROS.—The Health Resorts of Europe. By Thomas Linn, M.D. Price 2s. 6d. net.
ISHSTER & CO.—A Course in Experimental Psychology. By Edmund C. Sanford. Price 3s. 6d.
H. K. LEWIS.—Practical Organic Chemistry. By Samuel Rideal, D.Sc. Second edition. Price 2s. 6d.
LONGMANS, GREEN, & CO.—Notes on Volumetric Analysis. By Arthur Thornton, M.A., and Marjant Pearson, B.A. Price 2s.—The Works of Lord Macaulay: History of England, Vols. I and II. Price 3s. 6d. each.—The New Explicit Algebra in Theory and Practice. By James J. O'Dea, M.A. Price 4s.
MACMILLAN & CO.—The Development of the Child. By Nathan Oppenheim. Price 5s. net.—The Prometheus Vincit of Æschylus. With Introduction and Critical and Explanatory Notes by E. E. Sikes, M.A., and St. J. B. Wynne Willson, M.A. Price 2s. 6d.—American History Told by Contemporaries, Vol. II.: Building of the Republic, 1689-1783. Edited by Albert Bushnell Hart. Price 8s. 6d. net.—Five-Place Logarithmic and Trigonometric Tables, with the Elementary Principles of Logarithms and Examples of their Use in Computations. Arranged by J. W. Nicholson, A.M., LL.D. Price 6s.—Studies in American Literature: a Text-Book for Academies and High Schools. By Charles Noble. Price 5s.—Ratzel's History of Mankind. Part 27. Price 1s. net.
T. NELSON & SONS.—The Royal Portfolio of Pictures and Diagrams for Object Lessons: Useful Plants. Part II. Price 15s.
RIVINGTONS.—French Genders at a Glance. By L. B. Meunier. New edition. Price 4d.—Rivingtons' Class Books of Latin Unseen. Edited by E. H. C. Smith, M.A. Books VII. to XII. Each price 6d. net.—A First Year's Course of Practical Physics: Adapted for Beginners and Junior Students. By J. F. Tristram, M.A., B.Sc. Price 1s.
SWAN SONNENSCHNIG & CO.—International Journal of Ethics, for July. Price 2s. 6d.
T. THOMPSON.—Knowledge, for July. Price 6d.
UNIVERSITY CORRESPONDENCE COLLEGE PRESS.—Cicero: Pro Marcello. Edited by T. R. Mills, M.A., and T. T. Jeffery, M.A. Price 1s. 6d.—Matriculation Directory, June, 1898.—Chemical Analysis, Qualitative and Quantitative. By William Briggs, M.A., LL.B., F.C.S., and R. W. Stewart, D.Sc. Price 3s. 6d.—Demosthenes: Androtion. Edited by T. R. Mills, M.A. Price 4s. 6d.—T. FISHER UNWIN.—Sir Benjamin Collins Brodie ("Masters of Medicine" Series). By Timothy Holmes, M.A., F.R.C.S. Price 3s. 6d.
WARD, LOCK, & CO.—The Autocrat of the Breakfast Table. By Oliver Wendell Holmes. With an Introduction by Andrew Lang. Price 2s. 6d.
R. WASHBOURNE.—Catholic Teaching for Children. By Winifride Wray.
F. V. WHITE & CO.—Continental Chit-Chat. By Mabel Humbert. Price 1s.

UNIVERSITY OF ST. ANDREWS.—The results of the L.L.A. Examination, 1898, which was held at 74 different centres in Great Britain and Ireland, France, Germany, Belgium, Switzerland, Bermuda, Natal, Cape Colony, Queensland, Victoria, and the United States of America, on May 31 and June 1 and 2, have just been issued by the University, from which it appears that 950 candidates entered for examination this year, as compared with 951 at 72 centres in 1897, and 925 in 1896. 285 candidates entered this year for the first time; and from the commencement of the scheme, in 1877, 4,470 candidates in all have been entered for examination. 146 candidates have this year completed the requisite number of subjects, and will receive the L.L.A. diploma of the University. Taking a joint view of all the subjects in which candidates entered, 1,549 papers were written, passes were obtained in 923 instances, and Honours in 284. In Latin, 21 passed and 1 obtained Honours; in Greek, 2 passed and 1 obtained Honours; in Mathematics, 24 passed and 3 obtained Honours; in Logic and Metaphysics, 34 passed and 1 took Honours; in Moral Philosophy, 9 passed and 1 obtained Honours; in English, 136 passed and 44 obtained Honours; in Natural Philosophy, 3 passed and 1 obtained Honours; in Education, 115 passed and 37 obtained Honours; in Political Economy, 41 passed and 19 took Honours; in Chemistry, 20 passed and 1 obtained Honours; in Physiology, 85 passed and 15 took Honours; in Zoology, 2 passed and 1 obtained Honours; in Church History, 3 passed and 4 took Honours; in Comparative Religion, 24 passed and 2 took Honours; in Biblical History and Literature, 14 passed and 3 obtained Honours; in French, 137 passed and 58 obtained Honours; in German, 41 passed and 32 took Honours; in Italian, 2 passed; in Comparative Philology, 1 passed; in History, 46 passed and 23 obtained Honours; in Botany, 25 passed and 6 took Honours; in Geology, 30 passed and 4 obtained Honours; in Astronomy, 15 passed; in Æsthetics, 1 passed and 5 took Honours; in Fine Art, 6 passed; in Music, 7 passed and 2 took Honours; in Geography, 76 passed and 19 obtained Honours; in Hygiene, 1 passed and 1 obtained Honours; and in Political Science 2 passed.

UNIVERSITIES AND SCHOOLS.

OXFORD.

LADY MARGARET HALL.—The following scholarships have been awarded:—To Editha Annie Cullis, King's High School, Warwick, £50 for three years (mathematics); to Ethel Mary Belcher, High School, Bedford, £30 (Latin and German); to Evelyn Lucy Young, High School, Worcester (modern history), and to Mabel Agnes A. Phillips, St. Mary's College, Harrow Road (English literature) £25 each. Commended: Elizabeth B. Mitchell, Edinburgh High School (classics); Ruth E. Hewetson, St. Stephen's School, Clewer (Latin and French); Gertrude W. Taylor, High School, Nottingham (modern history).

ST. HUGH'S HALL.—The Clara Evelyn Mordan Scholarship of £40 a year for three years has been awarded to Margaret M. Crick, High School, Winchester (mathematics); a scholarship of £25 a year to Caroline J. Musson, High School, Notting Hill (classics).

Examinations will be held in March, 1899, for scholarships as follows:—Lady Margaret Hall: one scholarship of £25 a year for three years, one of £30, one of £50, and the Mary Talbot Memorial Scholarship of £40. St. Hugh's Hall: one scholarship of £25 a year for at least two years. Exhibitions of smaller value may also be awarded.

BEDFORD COLLEGE, LONDON, FOR WOMEN.

The Pfeiffer Scholarship in Science has been awarded to Miss Winifred E. Watts, of the South Hampstead High School, and the Courtauld Scholarship in Arts to Miss Agnes Bacon, of the Ipswich High School. The Reid Fellowship, for post-graduate study, has been awarded to Miss Margaret L. Dale, B.A. The Bedford College Hygiene Certificate has been awarded to Miss Hilda Martindale, formerly of the Brighton High School and the Royal Holloway College; Miss Martindale also holds the Certificate, and is an Associate of the Sanitary Institute. The Hygiene course includes lectures on Hygiene, scientific instruction and practical work in Chemistry, Physics, Physiology, and Bacteriology in the College laboratories, with demonstrations at the Parke's Museum, and elsewhere. It is primarily designed to furnish women with a thoroughly scientific training for posts now open to them as sanitary inspectors, factory inspectors, or as teachers of hygiene under County Councils and other public bodies. Miss E. H. Whishaw passed the M.A. Examination, Branch I., Classics; Misses M. H. Fraser and M. O. Power were placed in the First Division, and Misses D. M. Blyth, E. Warner, and V. Kellgren in the Second Division, of the Matriculation Examination.

UNIVERSITY COLLEGE, LONDON.

Since our last report Prof. H. L. Callendar, Fellow of Trinity, Cambridge, has been appointed to succeed Prof. Carey Foster in the Quain Chair of Physics; Prof. Neill has been appointed Censor of the Indian School; Professor Foxwell Newmarch, Lecturer in Political Economy; Mr. G. F. Hill (Fellow of the College), Yates Lecturer in Archaeology; and Dr. Edward Moore Parlow, Lecturer on Dante for the ensuing session. The German Chair has not yet been filled. Prof. D. W. Marks, who has held the Chair of Hebrew since 1844, and Mr. H. Weston Eve, who has been Headmaster of the School since 1876, have resigned.

The Council have instituted a new registration scheme, under which former students may keep their names on the College books on payment of ten shillings; the same payment entitles them to one year's membership of the Old Students' Association. It is hoped that all former students will send their names and addresses to the secretary, and take advantage of this opportunity of keeping in touch with their old College. The Chadwick Trustees have established a scholarship of £100 in the Engineering Department to enable students of great promise who have been trained at the College to obtain practical experience in civil engineering. The arrangements for the working of the department of Municipal Engineering are now complete, and the department will be open in full working order next session.

The new athletic ground and pavilion at Acton were formally opened on May 25 by the Chairman of the County Council and Mrs. McKinnon Wood. Mr. Wood, in a speech full of interesting recollections of his own student days at the College, expressed his pleasure at opening so large and so well equipped a ground. June 17 was Foundation Day, and Professor Augustine Birrell delivered a brilliant oration on "University Ideals." We quote a couple of sentences only—"The great business of a University is to teach—not everything, that is the vulgarst of vulgar errors; but teach some thing or things it must, and of course, the more numerous its faculties, the wider does a University cast its net. But, whatever it teaches, it must do so with the greatest fullness of knowledge possible to the age—its teaching is without equivocation and without compromise: its notes are zeal, accuracy, fullness, and authority." The oration was followed by an admirably clear account from Professor Ramsay of "The Newly Discovered Gases of the Atmosphere." (The June number of the *College Gazette*

contains an article from Professor Ramsay's pen on this subject.) Foundation Day festivities were brought to a close with a dance. On June 21 the foundation stone of the new Hospital was laid by H.R.H. the Prince of Wales, who was accompanied by the Princess. The function was a brilliant one, and the Prince's reference to the eminence of the Medical School was especially pleasing.

The honours and prizes in the Faculties of Arts, Laws, and Science were announced on July 5. There was an expectant crowd of students and their friends. Andrews Entrance Scholarships were awarded to H. S. Hatfield and G. Rudolf; Andrews Scholarships, for students of one year's standing, to Annie P. Martin, H. Pearce, and Agnes Robertson; the Quain Essay Prize of £50, together with the Morley Medal, to C. Spurgeon; the Mayer de Rothschild Research Scholarship in Mathematics to L. N. G. Filon; the Quain Studentship in Biology to A. R. Stevens; the Tuffnell Scholarship (chemistry) of £100 to R. Moritz; and the Clothworkers' Exhibitions, to A. B. Steven and F. Hodson; the Ellen Watson Memorial Scholarship to H. J. Tomlinson. After the lists had been read, and the Dean had read his report, a stirring address was delivered by Dr. Adler, Fellow of the College.

A few of the results of the University of London examinations have just come to hand. The following students of the College have obtained distinctions:—M.A.: D. E. Limebeer and A. L. Mellish, second and fifth places in Classics; L. N. G. Filon, Gold Medal in Mathematics (a distinction not awarded since Professor M. J. M. Hill obtained it); and W. E. Cutlow, alone for English and French; D.Sc.: Schryver and Travers, Chemistry; E. Warren, Zoology; J. le M. Burch, Physiology; and C. Raisin, Geology.

It is satisfactory to learn that the University Bill has passed through Committee uninjured by the wrecking amendments that were put down; it is to be hoped that it will pass the remaining stages uninjured.

The College prospectuses containing arrangements of the Faculties of Arts, Laws, Science, and Medicine, and of the Departments of Fine Art and Applied Science, can be had on application to the Secretary. They contain many new features, especially in the departments for post-graduate work. The changes in the University syllabuses have enabled the College authorities to make some long-desired reforms in the curricula for University of London students.

IRELAND.

The Commission to inquire into the Irish Intermediate System have taken offices (42½ Great Brunswick Street), and have issued their queries to the heads of schools. The letter consists of twenty-two sheets of blank paper with various headings. Those filling them in are requested, under the first heading, to give their opinion on the general working of the Intermediate System; under the second, to suggest general improvements in it. The present Intermediate Rules are then taken up in groups, remarks to be made on each group. The same is done with the programme of studies in each grade; and, lastly, a space is given for general remarks.

It will thus be seen that the largest scope is given for criticism, those answering being asked to add any more sheets they may need for their remarks under any head. The queries are to be returned by August 31, concerning which there is a general complaint. Both heads and teachers are now scattered for the holidays, and there will be no time for mutual consultation or full reflection before the end of August, while the answerers will feel, to some extent, bound to adhere throughout the inquiry to the views they now express in their written answers. The queries have also been sent to the various examiners under the Board. The Commission are expected to begin sitting in October; but it is hoped that some extension of time may be given for answering the queries, and, if this be done, the sittings will probably be delayed for a few weeks.

What views will be expressed by the headmasters may, perhaps, be surmised from a vigorous discussion that is being carried on in the *Daily Express*, a paper which is publishing exhaustive articles, criticizing the present system and the constitution of the Commission, and suggesting remedies. The *Express* considers the subject one of national importance, from the evil effects of the present system, and the fact that we have now an opportunity of sweeping away what it calls the "Civil Service grind system applied to the whole of school education," and substituting, instead of results-fees on examinations, endowment by a careful and well-organized system of inspection and a rational method of education.

These articles are being discussed by various contributors, in letters to the paper, amongst whom are many headmasters, upholders of the present system. Seeing that any change would involve, perhaps, some trouble in school arrangements, and that the masters are at present receiving an income from results-fees while they dread inspection as possibly unfair, incompetent, and uncertain, this is not to be wondered at. We may expect, therefore, that the majority of the answers to the queries will express satisfaction with the present system and disapproval of any radical change.

In justice to the headmasters, we must remember that they have been,

almost all of them, educated in Ireland, and have had little opportunity of seeing other methods, or knowing how progress is tending in other countries. The inspection we have had from time to time in Irish secondary schools is not reassuring to contemplate. A distinguished Fellow of Trinity College, knowing little practically of school education, remarkable for versatile accomplishments, peculiarly "faddy" views on education, and absence of serious and sympathetic earnestness, paying flying visits on special missions, and writing brilliant but amateur reports, of which the Professor's revelation of himself was the most interesting part, is our chief example of what Inspectors are capable of doing.

The discussion in the *Express* has also brought forth Professor Fitzgerald and some other scientific men on the subject of science which has been much neglected, and its value in education. This, too, the majority of headmasters appear opposed to, as is not surprising, since they themselves were educated in classics and mathematics, and to teach science practically in schools is troublesome.

The most pressing point, however, at present, is the constitution of the Commission. Mr. W. Field, M.P., has been asking the Chief Secretary in the House whether additional men, independent, and having special knowledge of education, will not be appointed. Mr. Balfour intimated that he and the Lord-Lieutenant did not consider it necessary. He, however, said that, though he saw from statements in the Press that there was dissatisfaction with the constitution of the Commission, the Government had not been directly addressed on the subject. This would imply that, were the educational associations to request the appointment of educational experts, their wishes would be considered. It is to be hoped that this will be done. The present is a crisis in Irish education on which much depends. The seven Commissioners are very busy men, with no special knowledge of education. Our great drawback in Ireland is our insularity, our ignorance of what improvements are being made elsewhere, and consequently a want of high ideals and the best methods. The presence of some educationists from England, or elsewhere, would make the inquiry much more useful, and introduce improved educational conceptions into the country. It is known that, with the exception of the Provost of Trinity College, the members of the Commission are themselves very desirous of having such additional colleagues appointed.

It has been at last reluctantly agreed by the Government to hand over the arrears of the grant due to the teachers of Irish primary schools, —not, however, without some deductions which, together with the long delay in granting what was the merest justice, renders the action ungracious. If the English Government realized how unpopular this grudging and unjust financial treatment (which is repeated in many Departments) renders them in this country, they would, perhaps, adopt a fairer and more liberal policy, which, after all, would cost them but little, in fact, would be considerably more economical than fostering disaffection.

The managerial question appears to have become complicated by the apparent assumption by the Church of the position that, in seeking to deprive the managers of arbitrary power, the teachers are aiming at doing away with the authority of the Church in education. Some of the teachers appear unwilling to push on the agitation under this interpretation of it, and a certain division of opinion has thus arisen amongst them.

SCHOOLS.

BROMLEY HIGH SCHOOL.—A scholarship of £60 a year for two years, at the Swanley Horticultural College, has been awarded to Helen Draper, her name standing first on the list of successful candidates. In the London Matriculation Examination held in June, May Bartholomew, Beatrice Wright, Dorothy Blake, and Mary Cooper passed in the First Division, and Ethel Tanner in the Second.

TONBRIDGE SCHOOL.—The following distinctions have been gained in the last six months:—M. L. Taylor, Pembroke College, Cambridge, Abbott Scholarship; W. R. Williamson, Trinity College, Oxford, First Class Mods.; D. Turner, Pembroke College, Cambridge, Second Class Classical Tripos; V. Jackson, Balliol College, Oxford, Second Class Natural Science; W. G. Hart, London University, First Class Honours in Law; R. C. Alabaster, First Class in Metallurgy, School of Mines; H. L. Tomkins and D. McIntyre, D.S.O. in the Tirah campaign; S. Olivier, Birthday Honour, Order of St. Michael and St. George, for services on the Venezuela Commission. This term the school will lose Mr. J. A. Pott, who is obliged to give up work owing to ill-health, to the general regret of all. His house (Manor House) will be taken by Mr. Watson. The Cricket Cup has this year fallen to Park House, who beat Manor House in the final.

As we are going to press we learn that Mr. J. J. Findlay has been appointed Headmaster of the Cardiff Grammar School. As tested by numbers, the College of Preceptors' Training College has so far proved a disastrous failure. Mr. Findlay has in various other ways made his influence felt as an organizer, a lecturer, an apostle of Socratic methods, and we in London shall greatly miss him.

PRIZE COMPETITIONS.

The Translation Prize for July is awarded to "Saratz-Pontresina."

The Extra Prize for July is awarded to "U. U."

The winner of the Translation Prize for June is the Rev. James Robertson, Whittlesford Vicarage, Cambridge.

The winner of the Extra Prize for June is the Rev. James Robertson.

Une ville étonnante, une ville étourdissante, une ville ahurissante, une ville avec des rues, des auberges, du monde; une ville qui a l'air d'une ville et qui n'en est pas une, une ville enchantée par le hasard, une ville impossible, une ville bâtie sur pilotis sur un Potosi qui change de lit à chaque seconde, remuée comme un sac à loto; une ville sonore comme une foire de la fortune, une ville où l'on marche sur des apoplexies d'argent et des pots au lait cassés, une ville qui ressemble à la vie au grand galop—en un quart d'heure un millionnaire y a des dettes, et un valet des domestiques; une ville où il n'y a plus d'hommes, plus de femmes, plus d'humanité! rien que des mains qui jettent ou ramassent; une ville où l'argent n'est plus l'argent, plus une valeur, plus un poids, plus une sueur, plus une raison, plus un bon sens; mais une veine, un rêve, un caprice, un jouet, un vent, une pluie:—c'est Bade, mon cher, et j'y suis.

By "SARATZ-PONTRESINA."

An astonishing, an amazing, a bewildering town, a town which has streets, inns, and inhabitants; a town having all the air of a town and yet not really one; a town bewitched by chance, an altogether impossible town, a town built on piles, on a Potosi changing its bed at every second, shaken up like a bag of loto numbers; a town as noisy as a fortune fair, a town where one treads upon heaps of money and shattered Alnaschar visions; a town resembling life taken at a galop—there in a quarter of an hour a millionaire contracts debts and a menial sets up his suite; a town where there are no more men, no more women, no more humanity—where there is nothing but hands which throw out or rake in; a town where money is no longer money, no longer an object of value, nor a weight, nor a toil, nor a reason, nor a sensible aim; but a run of luck, a dream, a fancy, a plaything, a breeze, a shower—such is Baden Baden, my dear fellow, and I am in it.

We classify the 156 versions received as follows:—

First Class.—S.D., Preterite, Vlaamsche Meisje, Staffa, W.W.W., Chingleput, Gautier, Late and Luckless, Saratz-Pontresina, Eicarg, Si fata aspera rumpas, Bagatelle.

Second Class.—Silverpen, Ellis, Materfamilias V., Clementina, Emma, A.H., Kelvinside, W.J.M., Sirach Secundus, Esquimault, Bertrand, Roulette, Aurora, H.M.S., Pechvogel, E.D., Hoodie Crow's Nest, R.F.F., R.F.S., S.M.M., Ione, Ancien régime, Rolob, Sirach, Popinjay, Fortes et Fideles, Pea-Shooter, Camelford, Mayday, Alcibiades II., Repwoc, Wanderer, Austral, A Speckled Bird, Magmar, Mary, Mow, Nectarine, Kurz, Leander, Wanda, W.S.M., Stuart, Suzanne, H.M.S., Strathclyde, Occasional Customer, No. 2, Wernolen, Opal, Arbor Vale, Enigma, A. W. Foaden, Carrington K.H.S., Sibyl K.H.S., Acta von Verba, Berlioz, Kätchen von Heilbrom, F.L.B., Priscilla, Chick.

Third Class.—Aliena, Penoyre, Tangles, One and All, Tallylyn, Mars, E.M.L.P., Χρυσέων χαλκεία, Ylfete, Volo von valeo, Kotick, Agricola, Auntie Mi, Bunnie, M.T.T., Piano-organ, Yorke, Alone, Nonyeb, Der Adler, Ulysse Rondonneau, Y.D.S., 79th, Muncaster, Vindex, Nil desperandum, Duchy, Q.E.S., May, Cuddie Headrigg, F.M.J., Kent, Pamphylax, L.M.M., Trop tard, δ τῆς Ἡρας ὄρνις, Corbuet, Myra Han, Margery K.H.S., Doris K.H.S., Borealis, Stéphanie, Roxane, Low, La Laitière, A.G.E., Isobel, Chemineau.

Fourth Class.—Rothalmünster, Heliodorus, Beta, F.H., Ajaccio, Shepherdess, Frig, Fortune, Utility, Daphne, P.R., James, Magyar, Iota, Caposta, Melanopsis, Ian, Epron, Marguerite K.H.S., Père Acquin.

Fifth Class.—M.M., Prewit, Mount Ida, Misera, Lottie, Dice, A.E.E., F.A.R., Sap, Folio, U.S., Nona, Kus, Sorella, Layard, Nea, First Try.

As the readiest comment, I subjoin a version which will show at least my notions of rendering an extremely difficult passage. Only one or two notes need be added. *Avec des rues*: something like "as an ordinary town" seems needed to connect this with what follows. *Enchantée par le hasard*: I wrote first "that rose by some enchanter's spell," but this fails to show that the town is still bewitched. (*Cf.* the description of Camelot in "Gareth and Lynette.") "Bewitched by gambling," though doubtless connoted, anticipates and spoils the effect. *Potosi*—Potosi is a province, a town, and a mountain; not a river as De Goncourt obviously supposes (one suggests a confusion with the Pactolus), but it is not a translator's duty to emend the blunders of the original, save in a note. Webster, or any good dictionary, will

explain the game of loto or lotto. *Apoplexie d'argent*, &c. : a literal rendering is unintelligible, e.g., "financial convulsions and broken cream-jugs." The average Englishman would not understand without a hint the allusion to La Fontaine's fable. "A millionaire is bankrupt, or a valet has servants," is flat, and the antithesis must be given by a different turn. In the last sentence I have sacrificed brevity to clearness. To find single words for each of the eleven *une raison*, &c., is *plus fort que moi*; and one expansion entails another to balance it.

A wonderful town, a bewildering town, a staggering town, with streets and inns and townfolk, looking just like any ordinary town, but in truth a fairy town of chance; an impossible town, built on piles over a Potosi, that shifts its bed each second, shaken up and shuffled like a lotto-bag; a town as noisy as Vanity Fair, whose streets are paved with bursting money bags and the broken milk jugs of the fable; a town like life that goes the pace—in a quarter of an hour a millionaire is beggared, and a beggar drives his carriage; a town without men or women or anything human about it—nothing but hands that scatter or that grab; a town where money ceases to be money—current coin of the realm, sterling worth, the equivalent of honest toil, sound reason, and common sense—is nothing but a run of luck—a dream, a whim, a windfall, a Danaë shower. That, my friend, is Baden, and I am there.

EXTRA PRIZE.

SUGGESTION FOR A SCHOOLMASTER'S HOLIDAY.

Shade of Themistocles, hast found the art,
You sought (see Nepos)? If so, please impart.
Teach an exhausted Usher to forget
The toil and moil of school, the sweat and fret;
Headmasters and their agonizing faces,
Headmasters' wives their fatuous airs and graces,
The Common Room, and all its commonplaces;
Marks, prizes, drill, detention, goals, and runs;
Instead of setting, teach him to make puns.
"This very doing nothing likes me most":
Said Cicero ("Ad Att.") on Baire's coast.
That serves for Baire, not the English Lakes,
I can't all day be making ducks and drakes.
It rains all day and every day. For change,
I follow Keats, and let my fancy range,
But find, like Horace, that men ill at ease
Change soil, not soul, who run across the seas.
What was your nostrum, chief of pedagogues,
To keep a don from going to the dogs?
Tom, how did you your holidays employ
To keep alive the everlasting boy?
"I worked, worked still, but worked in my own way.
Work we delight in is the best of play."
(See J. J. Findlay's "Life of Dr. A.") U. U.

HOLIDAY PRIZES.

Not less than £5, and up to £10, in prizes will be given for the best performances in the following subjects:—

1. A descriptive review of any recent French or German work bearing directly, or indirectly, on education.
2. A cento sonnet on the lines of—
"A violet by a mossy stone;"
"A yellow primrose was to him;"
"But, Oh, the difference to me!"
3. An anagram on the name of any character in Shakespeare.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by Sept. 16th, addressed "Prize Editor," JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

DURING the summer semester, a few women, mostly English and American, have been attending the lectures and laboratory work in physiological psychology, under Dr. Ziehen, at the University of Jena. This University does not admit women, although it is within the power of the Senate to grant degrees to women wishing to be examined there, who have studied elsewhere. As these lectures, however, were held in the local lunatic asylum, and in the Professor's own house, it was thought possible to allow them to attend, or rather, not to prohibit their attendance. Now, in the last week of the semester, a communication has been received from the Cultus Minister absolutely forbidding it. From this proceeding, and from some recent remarks made by the Pro-Rector on an official occasion, it would seem that the day is still far distant when this University, which would attract so many teachers and students interested in Herbartian Pedagogy, will open its courses to women.

CASSELL'S EDUCATIONAL WORKS.

Second Edition, Revised, price 5s.

A History of England. By H. O. ARNOLD-FORSTER, M.P.
Fully Illustrated. Extra crown 8vo. 816 pages, bound in cloth.

Cassell's Classical Readers. For School and Home. In Two Volumes. Abundantly Illustrated. Carefully graduated, with Notes by one of Her Majesty's Inspectors of Schools.

Vol. I. (for Young Children), 448 pages, extra crown 8vo, price 1s. 8d.

Vol. II. (for Boys and Girls), 736 pages, price 2s. 6d.

The Young Citizen; or, Lessons in our Laws. By H. F. LESTER, B.A., Barrister-at-Law. Complete in One Volume. Fully Illustrated. Price 2s. 6d.

This book is also published in Two Vols., entitled "Lessons in our Laws," each 1s. 6d.

"The Young Citizen; or, Lessons in Our Laws' will do much to make its readers useful and intelligent citizens, and should find a ready welcome."—*The Journal of Education*.

The Cheapest Dictionaries in Existence.

"Cassell's French Dictionary" is at once the cheapest, the most complete and extensive, the only thoroughly accurate book of the kind in this country."—*The Record*. (515th Thousand, price 3s. 6d.)

"Cassell's German Dictionary" is the best in the field, and were it not for the special merits of one or two, we might say that this is the first and the rest nowhere."—*The Journal of Education*. (207th Thousand, price 3s. 6d.)

"Cassell's Latin Dictionary" is the handiest, the most useful, and certainly the very cheapest to be met with."—*The Rock*. (112th Thousand, 3s. 6d.)

"Cassell's English Dictionary," in addition to the clear arrangement, legible type, and other advantages, is provided with a common-sense scheme of pronunciation. An excellent dictionary."—*The Pall Mall Gazette*. (20th Thousand, price 3s. 6d.)

Cassell's Educational Catalogue will be sent, post free, on application.

CASSELL & COMPANY, LIMITED, LUDGATE HILL, LONDON;
PARIS, NEW YORK, AND MELBOURNE.

NEW CODE SCHEDULE IV., COLLEGE OF PRECEPTORS, SOCIETY OF ARTS, & C

SARLL'S EXAM. BOOK-KEEPING.

On application to the AUTHOR,* Specimen Copies at one-third off, or parcels containing specimens of all for INSPECTION—retain 21 days—post free.

Sarll's Practical Book-Keeping. 1/-

An **Elementary Text-Book**, illustrating the arrangement of the Bought, Sales, Cash, Bill Books, and Ledger. Consisting of GRADUATED EXERCISES, followed by Examination Papers set by the **College of Preceptors**, accompanied by fully worked and outline **Keys**. 128 pages. *Thirteenth Edition*, being the Teacher's Handbook for **New Code**. Stages I. and II.

Sarll's Double-Entry Book-Keeping.

Fully illustrating the **Art of Journalising** and advanced practical work, consisting of Graduated Exercises and numerous Examination Papers set by the leading **Examining Boards**, accompanied by fully worked and outline **Keys**. *Eleventh Edition*. 256 pages, cloth, **Two Shillings**. A **School Edition** without **Keys**. 128 pages, cloth, **One Shilling**.

Sarll's Book-Keeping for New Code.

Stages I., II., and III. **Now ready**, each 48 pages, price **4d. each**. MS. Books, two at **2d. each**. Full or outline **Keys**. The *cheapest* course ever issued.

READY OCTOBER 1. **Supplementary Keys** to

Sarll's Practical Book-Keeping,

Containing **full Keys** to all in "Practical" and Stages I. and II. **2s. net**.

Sarll's Double-Entry Book-Keeping,

Containing **full Keys** to all in "Double Entry" and Stage III. **2s. net**.

Society of Arts Exam. 1,300 Certificates

nearly, and TWO BRONZE MEDALS. Results under Mr. Sarll unsurpassed by any teacher in Great Britain.

*Address—A. SARLL, A.K.C., 62 Oakley Road, Islington, London.

To Teachers, 20 Lessons by Correspondence, **Half-a-Guinea**.

GEORGE GILL & SONS, Warwick Lane, London.

CONTENTS.

	PAGE
OCCASIONAL NOTES	503
TECHNICAL EDUCATION	506
THE SECONDARY EDUCATION BILL	507
A HOLIDAY COURSE AT JENA UNIVERSITY	508
ON A SCALE OF INTELLIGENCE IN CHILDREN. BY DR. K. PEARSON	509
AFTER TWENTY-FIVE YEARS	510
A PLEA FOR THE STUDY OF ITALIAN. BY F. J. SNELL	511
COLONIAL AND FOREIGN NOTES	511
"ALKESTIS" AT THE ANTIPODES	513
CORRESPONDENCE	513
THE GENESIS OF GEOMETRY IN THE RACE, AND THE EDUCATION OF THE INDIVIDUAL. BY B. BRANFORD	517
THOUGHTS FROM AN EXAMINATION ROOM	522
SHOULD BOYS LEARN INSTRUMENTAL MUSIC? BY C. F. ABIDY WILLIAMS	523
MILITAT OMNIS AMANS	525
CALENDAR FOR SEPTEMBER	525
UNIVERSITIES AND SCHOOLS	525
JOTTINGS	527
THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND	532
PRIZE COMPETITIONS	534
REVIEWS AND MINOR NOTICES	544

Work and Play in Girls' Schools; The Life of Francis Place (Wallas); Holm's History of Greece, Vols. III. and IV. (Clarke); Introduction to Algebra (Chrystal); The Journals of Dorothy Wordsworth (Knight); Charles the Great (Hodgkin); Philip II. of Spain (Hume); Sir Henry Wotton (Ward); A Primer of Psychology (Titchener); A History of Italian Literature (Garnett); Workhouses and Pauperism (Twining); American Literature (Bates); The Story of India (Boulger); New Zealand (Reeves); Cadet's Port-Royal Education (Jones); A Student's Text-Book of Zoology (Sedgwick); &c., &c.

OCCASIONAL NOTES.

THE Government Secondary Education Bill, so long and anxiously expected, was read for a first time in the House of Lords on August 1. A casual reader, perusing it without hint or comment, is likely to pronounce it a muscicular abortion. After a second incubation of two years and more, the Government has produced a Bill of three pages, the substance of which may be given in three lines. A Board of Education is established, to take the place of the Education Department, including the Science and Art Department, with a President and, if he is Lord President of the Council, a Vice-President. To this Board are transferred the inspectoral and examinatory functions of the Charity Commissioners, and future schemes for endowed schools must be formed after consultation between the two bodies. *Voilà tout!*

BUT, when read in connexion with the Duke of Devonshire's introductory speech, the Bill wears a very different complexion. It then appears both as a blank cheque drawn in favour of the Education Department, which Parliament will be asked to sign, and also as the first storey of a new structure to which the Government is ready to add other stories, if only the future tenants will first agree among themselves what they want. The Bill of 1896 was scuttled by the municipal boroughs, who played the same part as the Anti-vaccinationists in 1898, though with different results; and the Duke pleads that provincialism is as strong now as then, or, as he might have expressed it, the Government has no more backbone to resist a recalcitrant minority. But the past two years have brought wisdom, if not strength. The Bill of 1896 began with the extremities and left the head untouched. The present Bill leaves the local authorities *in statu quo*, and creates, or rather seeks permission to create, a new Central Authority, with powers to deal with education as a whole. The "Board of Education," which gives the Bill its title, turns out, indeed, to be nothing more than the shadowy "My Lords" of the old

régime; but, if the Duke's aspirations are fulfilled, we shall have, for the first time, a Minister of Education, necessarily a member of the Cabinet, and responsible for national education as a whole. This, in itself, is an enormous advance—the essential first step towards any systematic and thorough organization.

AS a first instalment we heartily welcome the Bill. We confidently hope that the coming year will see a unified Education Department with Sir George Kekewich as its permanent Secretary—a Department which takes all education for its province, from the princely foundations of Eton and Canterbury to the humblest of village schools, a Department which ends the ancient solitary reign of Sir John Donnelly and his drill sergeants. We are even prepared to condone the tentative and illogical way in which it deals with the educational functions of the Charity Commission. We regret, indeed, that the recommendation of the Royal Commission as to the appointment of an Advisory Council has not been followed; but we by no means regard it as a fatal flaw, for we have little doubt that the "consultative committee" contemplated by the Bill will, in fact, be identical with the Statutory Council of the Registration Bill.

BUT before the Bill pass into the Statute Book we need, instead of the vague indications that the Duke vouchsafed on the first reading, some definite statements and distinct pledges as to the proposed reorganization. It is not enough to be told that there will, in all probability, be "a Secondary Education Department proper, under which will be grouped training colleges, the instruction of pupil-teachers, and higher-grade schools," and that possibly there may be a third technical division to look after art, science, and museums. Secondary masters will demand that there shall be, from the first, a distinct secondary branch, with a permanent sub-secretary and separate staff of its own. It is not enough to be told that they need fear neither code nor standards—they may justly demand that their schools shall not be inspected or their scholars examined by inspectors of primary schools.

TO sum up, the Duke seems to us to have a sound and statesmanlike grasp of the problem to be solved. He is wholly free from fatuous optimism and patriotic bias. He clearly sees that, in face of the "fortuitous, piecemeal, haphazard process by which our educational system has been constructed," no patching or tinkering or underpinning will serve—that we must reorganize from the centre outwards. To the three common objects on which he holds that all educationists are agreed, we are not prepared to subscribe unconditionally. The first, a system of secondary education open to the pick of the elementary schools and to the whole of the middle classes, will be carried by acclamation. The second, a provision for specialized instruction in these schools, needs a *caveat*. Technical instruction may indeed overlap, but must rest on a sound general education, and, as a general rule, the two should be kept distinct. The third, no fresh burden on taxpayers or ratepayers, is a counsel of perfection. The nation pays without demur an extra five millions to make good a deficiency in the Navy, and that on the simple word of a Minister. Does the Duke fear that it will grudge a round million to reorganize and set going a national system of secondary education?

WE expect, of course, to see in the *Times* Mr. Macan's ban or blessing on the Government proposals, and we are not disappointed. This indefatigable critic and

County Council watch-dog has no fault to find with the Board of Education Bill. It is a harmless outline, which the County Council party in Parliament can fill in, when the time comes, with suitable clauses relating to the local authority. But Mr. Macan will have none of the Teachers' Registration Bill. He warns his colleagues of the Technical Education Act that, if secondary teachers are formed, by means of registration, into one body, the local authorities will be harassed and handicapped in their work. What Mr. Macan would seem to prefer is a number of disunited emasculated teachers without will or backbone, who shall be subject to the whim of the local authority, removable and transferable at pleasure, to be treated as mere automata. Teachers will combine, with or without registration; and the more self-respect and professional feeling can be aroused the better will the teacher's work be. We shall be sorry for the local authority of the future that has not wit enough to make use of expert professional advice. To judge from Mr. Macan's letters, he combines in himself all the qualities of men and angels, but he cannot expect all his colleagues to be so gifted. But we do not really believe that Mr. Macan is opposed to legitimate combination amongst teachers.

SIR JOHN GORST followed up the brave words of his Estimates speech by action that was anything but brave. After extolling the religious teaching of London Board schools as incomparably superior to that of voluntary schools, he allowed the obscurantists to have their way and compel one district of London to put up with the inferior article. The facts are undisputed. Two years ago the London School Board, having had their attention called by the Department to the defective school accommodation at Camberwell, sought powers to obtain a site for a new school. The Department, however, would only allow a temporary and experimental school. The iron buildings, accordingly, set up as a provisional school, are now full to overflowing. The Board, having thus made good its contention that a school was needed, inserted a clause, empowering them to acquire a site, in a Bill drawn by them but nominally promoted by Sir John Gorst. After the Bill has passed the Unopposed Bills Committee, it is discovered that this clause has disappeared. Sir John, pressed for an explanation, claimed the gypsy right of disfiguring stolen children. Lord Hugh Cecil, with his usual frankness, blurts out the inner meaning of the change. "He and his friends would use their influence in that House or the other House to procure the excision from any Provisional Order of any unnecessary school which the present Progressive majority in the London School Board might desire to set up." Lord Hugh whistles, and the Vice-President goes to heel like a well-bred retriever. Sir John Gorst, to do him justice, has never pretended to be anything but a subordinate official who does his superior's bidding. The main blame in this disgraceful business must rest with the Duke of Devonshire, who has wittingly sacrificed the interests of education to please Lord Hugh Cecil and his clerical allies.

M. ANATOLE FRANCE has picked up the gauntlet thrown down by M. Jules Lemaitre, and, in a recent article in *L'Echo de Paris*, ascribes the decadence of French morals and manhood to the neglect of classical studies. "Latin is no more learnt at school. Our Bachelors no longer know any Latin. I say nothing of Greek—that they never knew." The French student, according to M. France, spends eight years at school learning to speak German and English—German which the Germans understand with

difficulty, and English which the English do not understand at all. As a warning and an example, he bids his countrymen look beyond the Channel.

Two years ago a young Englishman, a scholar of Cambridge, who had been drawn to me through reading my books, but with whom I was personally unacquainted, wrote to me to express his sympathy. Some of his letters were composed in excellent French, others in Latin elegiacs. He came to see me this winter on his way through Paris. With the bulk and frame of an athlete, his head was that of a thoughtful child. I found him in his manners and conversation calm, simple, and determined, impressed with the feeling of his responsibility, and breathing an air of intellectual freedom which is nowadays almost inconceivable in France. He was on his way to Uganda, where, at the age of twenty, he was about to govern, with only a handful of soldiers to help him, a vast dependent territory.

A charming picture, which recalls "*Le Crime de Sylvestre Bonnard*," and makes us forget "*Le Lys Rouge*." We should be content to leave it with a *valet quantum*; but, when *Literature* quotes it triumphantly as "an example which proves his case," we cannot suppress a smile.

THE *Outlook* has an article entitled "An Odious Profession," purporting to be written by a schoolmaster who, after making his pile by toadying and hypocrisy, eases his conscience by making revelations like Mr. Hookey. There are black sheep in every profession, and we could name one or two successful humbugs who have grown rich by trading on British snobbishness and fooling parents to the top of their bent; but such men shudder at anything that reminds them of the pit out of which they were dug, resent any allusion to their former calling, as did a pork-butcher who rose to be an M.P., and the last thing they would think of doing is to write a confession in the *Outlook*. This bogus schoolmaster is not even *vraisemblable*. He would not have commended himself to the aristocracy and the gullible parents by praising Cobden or extolling Cromwell.

THE daily papers are full of the doings of dastardly bands of ruffians who are infesting South London, to the terror of the inhabitants. It seems strange, in these days of law and order, that a state of things rivalling Australian larrikinism at its worst should exist in the streets of the metropolis. It is not our province to stir the police to greater activity. We mention the matter here to protest against a moral which is drawn by many writers in many papers. "This," say these worthy people, "is the outcome of your boasted School Board education. Let us go back to the good old times when children were taught reverence along with a modicum of the three R's." Now, this deduction rests upon a complete misunderstanding. Probably the greater part, if not all, of these ruffians charged with "Hooliganism" have altogether escaped the School Board officer. Gentlemen at ease, including a few newspaper editors, think that, when education is made compulsory, the immediate result is that every child passes through a school. There could be no greater mistake. It takes many years before a law such as this is carried out in its entirety. We have given in this column many cases where compulsory attendance has been systematically evaded. Continued and ever-increasing pressure is necessary before magistrates and parents will do their duty. And such outrages as the present are not without value if they strengthen the hands of the attendance officers.

BUT we go further than this. The School Board teachers in London have at the present moment a very large influence in humanizing the *gamin* of the slums. It is owing to them that the public libraries, the swimming baths, and the rarer playing-fields are filled with eager

crowds of boys and girls. It is not their fault that more cannot be done. Games need to be taught; the proper use of free libraries needs to be taught; and so do the hundred and one ways in which a middle-class boy uses his leisure. But, when a teacher has from fifty to seventy children under his charge, the wonder is that he can do so much as he does. It is not easy for laymen to understand all the difficulties of the London elementary teacher. The greatest is the absence of playgrounds, or the distance he has to go to find one, or to find a field for his botany or natural history club. A few years ago, when all London was talking of the penny dreadful and its influence on crime, we pointed out the same remedy. After five hours in school, boys need not only physical exercise, but some excitement, some "colour" in their lives. It is by the establishment of more frequent playing-grounds, gymnasias, and the like, that the city boy is to be humanized. It was reported a month or two ago that one School Board had resolved to make boxing a school subject. We are sorry the rumour was false. Boxing in school would do much to lessen street rowdiness out of school.

ALL the criticism that has from time to time been directed against the Science and Art Department would seem to find its justification in the Report of the Select Committee which has just been published. The mismanagement, the faulty organization, the waste of money, the friction between officials, which have previously been hinted at, are now made clear. "The Committee have observed with regret indications of acute controversy between persons in official positions at, or in connexion with, the Museum at South Kensington; this has been an injury to the public service, and has brought discredit on the administration." Much valuable work has, indeed, been done by the science and art schools throughout the country, but the Report almost justifies the statement that this has been done in spite of, and not on account of, South Kensington. At present there is no junior assistant in the Art library who knows anything of German, and the mistakes in the catalogue would be humorous if they were not disgraceful. The *Times* says that the evil is too deep for mere palliatives to touch. The whole Department must be re-organized. Mr. Walter Crane's appointment to the Principalship of the Royal College of Arts is one move towards a better state of things, and, when the Duke's Bill becomes law, we may expect other changes. The issue of this Report cuts away the ground from any one who would wish to maintain the *status quo* in the Department.

NO teacher in this generation has enjoyed so wide or well-earned fame as Walter Wren. To his personal qualities, his indomitable resolution, his heroic endurance of chronic suffering that often amounted to physical torture, his enthusiasm of work, an eloquent tribute has been paid by his life-long friend Sir Walter Besant. In the sense that his efforts were directed solely and singly to preparing his pupils to pass some competitive examination, he was a crammer; but in no other. He believed in thoroughness, and the results justified his belief. The headmasters sneered and passed by on the other side; but, in the end, they took a lesson from his book, and saw that, at least with Woolwich and Civil Service candidates, play must be subordinated to work. Mr. Wren was a preeminent coach, to be ranked with Routh or Shilleto and the first of Oxford or Cambridge coaches. But, when Sir Walter quotes with approbation his answer to the anxious parent: "Madam, my business is to fit your boy for the Indian Civil Service and not for the kingdom of Heaven," he compels us to

distinguish. Wren was great in his own line; but he moved on a lower level, and cannot be compared with teachers in the highest sense of the word—with schoolmasters like Arnold and Thring and Temple. Not only did he ignore the physical and spiritual sides of education, but even on the intellectual side he looked on knowledge not as an end in itself, but solely as a marketable commodity.

"I LOOK to the improvement of secondary education, to serviceable instruction in modern languages, and in scientific method, to equip the youth of this country with the intellectual outfit which our German neighbours have for so many years possessed." So writes Sir Philip Magnus to the *Times* in reply to Mr. Nutt, who gave some account of the Leipzig school. The fact is, that this school, the first commercial college in Germany, was only opened in the spring of this year, and, therefore, cannot yet have had any influence on German commerce. It follows that, as far as schooling goes, it is to the various types of *Realschulen* that we must look for the genesis of the successful German clerk. A commercial school of tertiary grade would stultify itself by undertaking to teach the practical work of commerce. In the words of the Principal of the new school, quoted by Sir Philip: "The commercial college will enable you to think clearly, it will train your mental powers, and will render you competent to rise superior to the most difficult tasks and the most critical situations. All this and much more is offered to you; but to give direct practical lessons in the requirements of your future calling—this we will not, and cannot, and shall not do."

THIS explanation of the functions of a tertiary commercial school inevitably recalls Professor Hewins' London School of Political Science. But such a school has only an indirect, though very important, effect upon the commerce of the country, by giving opportunity of advanced study to a few experts and by training lecturers and teachers for schools of a secondary character. It is, as Sir Philip says, to the improvement of our secondary schools that we must look if we want our embryo *commerçants* to be better equipped for their work. We do not need special commercial schools for most boys, though it may be that a boy leaving school at the age of sixteen and going into the lower ranks of commerce would do well to spend a year or two at a special school, as, indeed, he often does now. But there is no doubt that we want one or two more schools of a tertiary or University rank, organized somewhat on the lines of the new Leipzig school. And this, in connexion with the London University, is a hope that may be speedily realized.

MR. H. W. EVE, in a letter to the *Times*, takes a very sane view of this problem, and suggests a remedy. What seems to be wanted by our merchants, he well says, are not so much privates as intelligent young men to be trained as officers. These can be found in the sixth forms of the modern sides of our public schools. They have to some extent learnt how to learn; they have generally methodical habits and "even write legibly." Why, then, does this material not find its way more often to our counting-houses? The fact is that going into business usually implies some years spent in addressing circulars and the like—the work of an office boy. If these boys, who may be on an equality of intelligence with their comrades who are proceeding to the Universities, are to be attracted into business, special arrangements must be made for them. They must have an opportunity of learning the business just as an engineering or legal

apprentice has. Of course, salary might give way to a premium; but this would not affect the class of boy Mr. Eve writes of. Let our merchants look to it.

MISS M. I. GARDINER (a daughter of the historian) has moved her school from Aldeburgh to Southwold. The removal of a private school, though a famous one, seems hardly to deserve a "Note"; but thereby hangs a tale. Aldeburgh needed a high school, and Miss Gardiner was induced to move her school there on the understanding that it would be transferred to a company and carried on as a quasi-public school. The financial arrangements had been almost completed when Miss Gardiner discovered that the want of any system of drainage and the defective water supply rendered Aldeburgh a most unsuitable site for a girls' school, and signified to the Committee which represented the proposed company her intention of moving. The majority approved, but the representatives of Aldeburgh dissented. The dissent was natural; but, in our opinion, they chose an unjustifiable and highly reprehensible method of marking their disapprobation. Mrs. Garrett Anderson, her husband, and brother, addressed a circular letter to all the parents of Miss Gardiner's pupils, poohpoohing Miss Gardiner's alarm about water and drainage, and informing them that "the School" will re-open in September on the old premises, but under a new headmistress. Apart from the drainage question, on which *Truth* has had much to say, Mrs. Anderson & Co. have no right to speak of their school as *the School*, and to poach on Miss Gardiner's private preserves is distinctly sharp practice. The circular is not likely to damage Miss Gardiner—her reputation is too well established; but it is none the less discreditable to the authors.

WE have no particular affection for headmaster bishops. Some would say that they are a red rag to the *Journal*. But our general antipathy is not so blind or irrational as to prevent us from congratulating Mr. Welldon on his appointment to the metropolitan bishopric of India, and acknowledging that the Government could hardly have selected a fitter man for the post. That a man who has done good service in one profession should be awarded one of the chief prizes of another profession, and that at an age when, if he were in the Civil Service, he would be superannuated, has seemed to us a monstrous survival, degrading to teachers, as if they were still a subordinate branch of the clerical profession, and grossly unfair to the working clergy as robbing them of their just reward. In the case of Mr. Welldon, these objections have little or no force. He has barely reached the limit that Dr. Arnold set to a headmaster's reign; he resigns the income of an English judge for what is comparatively a modest competency; he goes out to India in the very prime vigour of life. Harrow and Eton will combine to wish him health and prosperity. May he carry on the traditions of another headmaster bishop of Calcutta, Dr. Cotton!

TECHNICAL EDUCATION.

THE Board of Education Bill will doubtless receive, as it merits, the support of all authorities responsible for promoting technical education. Possibly this support will be enlisted, not simply on account of what the Bill contains, but what it leaves out. Indeed, a writer in "the only organ of the County Councils," who, when reflective, is wise, and who is always "on the spot," directs attention to the particular value of the *omissions* from the Bill. First of these he places the tentative and cautious dealing with the Charity Commissioners; secondly, the omission of the Advisory Council, which, it is rightly

pointed out, was proposed by the Royal Commission as a consultative body, and was exalted, by the Lockwood Bill, into an *imperium in imperio*; and, thirdly, it is noted, the Bill does not endow the central body with coercive control over local authorities.

WHILE the need for the "co-ordination" and better organization of day schools, secondary and technical, is properly emphasized on every available opportunity, the possibilities of systematic and correlated evening-class instruction are likely to be overlooked. There is, doubtless, a wide field for improvement. County Councils and other bodies have, perhaps, been too ready to adopt the South Kensington method of aiding detached classes in subjects, instead of attempting to organize a progressive curriculum. There are probably innumerable "discontinuities and leaks" in the system of educational irrigation for evening students—too many classes leading from "nowhere to nowhere," and too many insufficiently prepared students, studying special subjects. As time goes on, no doubt, each administrative county will adopt an organized system of schools for evening students: at every place where ten or a dozen pupils are forthcoming, an evening continuation school, providing two or three stages of essential preliminary instruction; in convenient district centres, science, art, and commercial classes for the benefit of the strenuous few from evening schools in a fairly wide area; and, at a smaller number of places, teaching in advanced branches of science and technology. Some such scheme as this, linked together with scholarships to cover railway fares, has already been adopted in more than one county.

IN county and other boroughs the natural direction of progress is in the establishment of permanent institutions. The current number of the *Record of Technical and Secondary Education* contains a valuable summary of what has been done in this respect in forty-two English county boroughs. In all these places the Municipal Councils are responsible for the maintenance of technical institutions. A capital sum of £1,259,032 has been expended in the erection or adaptation of buildings, including the cost of sites and equipments. The major portion, viz., £654,683—of the sum devoted to these purposes has been raised, on loan, £309,716 by subscriptions and donations, £167,642 from the residue grant, and £11,101 from the Science and Art Department, and £18,036 out of a special rate fund. The technical institutions are estimated to cost £143,189 per annum for maintenance, of which amount £18,713 is raised by rate.

THE report of the City and Guilds of London Institute shows that the City Companies obtain full value for the sum—£24,428—of their subscriptions. By way of further confounding the critics of the Central Technical College, a comparison is invited with the local University colleges in the matter of cost of teaching staff and "cost per student," and this is the result:—

	Percentage of Expenditure on Teaching Staff.
Average in 14 colleges	64.9 per cent.
Central Technical College	61.9 "
Technical College, Finsbury	58.2 "

As to the cost per student, adopting the method pursued by Mr. Chalmers in the Treasury Report, the figures are:—

	No. of students.	Proportion of cost per student.	Average fee.
Average in 13 colleges	209	£51	£24. 15s. 2d.
Central Technical Coll.	233	£51	£26
Technical Coll., Finsbury	269	£35	£12

DURING the year a total of 229 students were in regular attendance at the Central College, as compared with 210 in 1896-7, or 122 ten years ago, and interesting and highly satisfactory particulars are given as to the appointments gained by Associates of the College. The Finsbury Technical College records the attendance of 188 day and 784 evening students. A considerable development is recorded in that branch of the Institute which is concerned with the registration of classes in technology and manual training, and the examination of candidates in trade subjects. In technology, 1,487 classes were registered, the number of students in attendance being 30,066, an increase of 3,457 on the numbers of the previous session.

IN two or three counties, it is said, technical instruction includes the encouragement of manual efficiency by the offer of prizes to aspiring ploughmen. From the clean-cut furrow to the well-kept farm is, after all, only a step upward and onward. It is not surprising, therefore, to learn that the Dorset Technical Education Committee have considered the possibility of awarding prizes for the best managed farms. The Committee, however, did not regard the proposal as coming within their powers. Otherwise, perhaps, a new incentive to industry would have been introduced. The cheerful domestic might have worked for

the county prize for the cleanest kitchen; cooks might have cooked to merit county certificates; while, the interests of commercial education being cared for, the office-boy might have copied letters with the keen eye of a competitor.

THE London Technical Education Board announces the arrangement of classes for giving instruction to teachers in workshop arithmetic at the Polytechnics of Battersea, Holloway, and Woolwich. Arrangements have also been made for a valuable series of evening science classes and Saturday classes for teachers at University, King's, and Bedford Colleges.

THE SECONDARY EDUCATION BILL.

ANOTHER Secondary Education Bill has been read a first time. It cannot be said of this Bill that it attempts to deal with too many fields of education. It is essentially a Bill for the secondary schools, and sets forth for the edification of the Government and all others whom it may concern the views of headmasters and headmistresses, especially of those who preside over the endowed schools of the grammar school type. In bringing their views and educational organization forward in the form of a Bill the secondary teachers have done wisely. Such a manifesto is bound to receive more attention than a letter to the *Times*, and it is capable of dealing with the question very much more completely than is possible in a deputation to a Minister, while it avoids the danger of some over-zealous member of the deputation giving away his card. Political education by the Private Bill method is coming to the front, and is effective, if expensive; but it may well be doubted whether even the School Board for London could secure the same amount of teaching at so small a cost. One of the most remarkable features about the draft of the Bill as printed by the promoters is the statement on the back, that the Bill has the approval of the Hebdomadal Council of the University of Oxford, so that it comes forward with an introduction to society which minimizes the danger of its being regarded as a Bill intended mainly to serve professional interests.

On its main principles the Bill must receive the approval of all who have realized the important part played by secondary schools in the progress of the nation. In some districts three causes have prevented secondary schools from receiving the amount of aid through local authorities which might with advantage have been accorded to them. These causes are—(1) the alleged uncertainty of the continuance of the residue grant under the Local Taxation (Customs and Excise) Act, 1890, (2) the temptation to apply some portion of this grant towards the reduction of rates, and (3) a wide-spread feeling that the whole of the grant was intended by Parliament for the provision of the purely technical training of the artizan, and that therefore no portion thereof must be expended upon ordinary school subjects in middle-class schools. The Bill now before Parliament deals with all three difficulties; for it purports permanently to appropriate the residue grant to educational purposes without offering to the local authority the option of mending the roads; and it provides that, after consultation with the local authority, the Treasury shall decide what percentage of the whole grant is to be restricted to secondary education. For dealing with these local funds the Bill provides for the creation of local authorities in each administrative county or county borough, a majority of the members of which must be members of the County Council (or County Borough Council) and not less than one-third are to be experts having practical experience of educational matters. The whole organization finds its focus in the central authority, which is to be the Education Department, aided, however, by an Advisory Council, which for certain purposes must be consulted, though the Education Department may do as it pleases with the advice tendered. As regards secondary education, the powers of the Charity Commissioners and the Science and Art Department are to be concentrated in the Education Department, the officers being transferred simultaneously with the powers. The local authority for secondary education may, if so determined by the County Council, act as the local authority under the Technical Instruction Acts. The Bill provides also for the establishment of registers of secondary schools and of secondary teachers and for the punishment of those who make false representations with reference to registration; but, like the Plumbers' Registration Bill, it leaves the teachers' register to make its own way

in winning public esteem, and does not attempt to enforce registration on secondary teachers. In these salient features the Bill has kept sufficiently close to the recommendations of the Secondary Education Commission and to the repeated declarations of conferences of teachers and educational administrators, except that the Advisory Council is too large for its work—a difficulty which always arises when an attempt is made to give a representative character to a public body.

The features of the Bill on which nearly all interested parties will probably be agreed are:—

1. That the residue grant should be permanently appropriated to educational purposes.
2. That the local educational authority should be a composite body, consisting of a majority of members of the County (or Borough) Council and a considerable minority of persons appointed on account of their special knowledge of educational requirements.
3. That the powers of the local educational authority should be extended so as to cover the whole field of education other than public elementary education.
4. That there should be one central authority for all departments of education, and that, in dealing with secondary schools, the authority should have the opportunity of consulting an Advisory Council.

In some of its details, however, the Bill is not so happily framed as in its broad principles, and it appears to create difficulties, most of which might have been avoided without detracting from the value of the Bill as a whole.

The first difficulty lies in the attempt to draw a definite line between "secondary education" and "technical instruction," and to divide the whole educational field into the three sections of primary, secondary, and technical. We have already witnessed an attempt at delimitation between higher primary and secondary education made by the headmasters of the corresponding classes of schools, and the distinction arrived at is, perhaps, the best that could now be drawn, resting, as it does, on the character of the schools and the prospects of the students rather than on the subjects of instruction. The organization contemplated by the present Bill appears to rest on a similar distinction between secondary and technical education, ignoring the broad definition of technical instruction contained in the Act of 1889. The Bill is, in fact, a Bill not for secondary education as ordinarily understood, but for secondary schools, and it seems unnecessary to load it with an attempted distinction which may be clear enough to those who have given much thought to the subject, but must raise great difficulties in the mind of the county councillor or the average member of Parliament. Moreover, while the Bill provides for the local funds to be distributed between secondary education and technical instruction, if, as seems to be the case, secondary education means education in secondary schools, no power is left for aiding the teaching of subjects which are not essentially technical in evening classes, or even in University, or University Extension, colleges. For legislative purposes, it would be better to classify the institutions than the teaching they provide.

At first sight it appears that no steps are taken to meet the views of the non-county boroughs as advocated by the Municipal Boroughs Association. Clause 10 provides that the local secondary education authority may delegate any of its powers or duties to a sub-committee—it is natural to suppose that this means a sub-committee of its own members—and provides a rather dangerous power by which the work of the education authority may possibly be handed over to a particular class of persons by no means so representative as the whole body. The clause, however, is understood by some to mean that the county authority may hand over the administration of local schools and classes to local committees consisting wholly or partly of members of the Municipal Council of a non-county borough or of an urban sanitary authority. If this is the meaning of the clause, it would be better if it were fully expressed and the constitution of this "sub-committee" defined in the same way as that of the local secondary education authority itself.

Clause 14 (3) provides that a local secondary education authority shall not themselves provide, or have the management of, any secondary school. If this clause is intended to be effective, it will be very inconvenient to those local authorities which have already provided schools which are either professedly or actually secondary in character. It also seems that,

if the local authority cannot be trusted to treat other schools with fairness if it has a secondary school of its own, the same objection must obtain with equal force against municipal technical schools or municipal schools of art. If it is intended that the local secondary education authority may be incorporated under another name, as the governing body of a school, then the Bill would not have suffered in any particular by the omission of the clause.

Perhaps the most extraordinary provision of the Bill is that contained in Clause 15 (1) (*b*), according to which Parliament is to provide for secondary education in any county a sum equal to the total amount raised by rate within that county by local authorities for the purposes of technical instruction. The Welsh Intermediate Education Act provides for an Imperial contribution to secondary education equal to the local contribution for the same purpose; but the present Bill attempts to draw a line between secondary education and technical instruction, and then calls upon Parliament to provide for the one a sum equal to that provided by the local authorities for the other.

A HOLIDAY COURSE AT JENA UNIVERSITY.

CONSIDERING the popularity, at the present day, of cheap tours on the Continent combined with study and self-improvement, it is surprising that the holiday courses of lectures held annually at various French and German Universities are not more patronized by people in this country. To all classes and kinds of people is offered a complete change of scene and life, combined with opportunity of study and instruction, in the most pleasant manner, and at the least possible expense. Moreover, such a course has many advantages over one of the Lunn-Perowne type. Even if your object is only new experience, more can be learnt by spending a few weeks in one spot and among its inhabitants than by passing through a number of hotels and visiting a series of "lions." And, if serious study is your aim, it is better to hear your lectures from first-rate University professors and to attend a systematic course in which the different classes correlate and tend to a general result. Nothing could be more satisfactory than the annual course which has just taken place at Jena for the fifth or sixth time.

Jena is generally known as one of the chief, if not the first, educational centres of the world. An account of the Pedagogic Seminar, and of its system as planned by Professor Rein, has already appeared in these columns. But, as the holiday courses are not so well known in England as they might be (the majority of those who attended appear to have heard of them by mere accident), some account of these may be interesting.

And first it should be said—especially for the sake of those who do not know Germany—that the expense involved is so small as to put this experience within the reach of the most restricted in this respect. Teachers in elementary schools, and those whose incomes limit them to economical undertakings, would find this a by no means extravagant form of holiday. The incredibly cheap rate of living in an out-of-the-way German town like Jena may be said, without exaggeration, to discount the expenses of the journey. A return ticket, available for thirty days, costs only four guineas; and where rooms and full pension of the most ample kind may be had for twenty-five shillings a week, and where small luxuries cost practically nothing, the travelling expenses are covered by what is saved in board and lodging. A month's holiday (exclusive of lecture fees, which are very low) may be had for considerably less than £10.

The lectures are held under the auspices of the Pedagogic Seminar, and are intended, in the first place, for teachers, whether in elementary or secondary schools, though an interesting and profitable course of study is offered to all, whatever their tastes or calling. In other ways the course is specially suited to schoolmasters and those connected with education, as being a representative gathering of their class from every country.

Representative it was this year, as the following list of those attending will show:—Germany, 46 men, 17 women; England, 15 men, 11 women; America, 3 men, 11 women; Denmark, 5 men, 6 women; Sweden, 3 men, 6 women; Norway, 4 men,

2 women; Finland, 2 men, 3 women; Holland, 3 men, 1 woman; Hungary, 3 men; Bohemia, 2 men; Russia, 1 woman; Italy, 1 man; Switzerland, 1 man; Hawaii, 2 men. No one could fail to be interested by the sight of these people on entering the large hall of the Burg Keller, a picturesque mediæval hostelry, where the first general meeting took place on August 2—men and women, of all ages, positions, and countries, seated opposite the inevitable beer-pot, down the long oak tables, talking, laughing, and generally exchanging notes. In the course of the next fortnight there was ample opportunity for all to come into touch; for, besides the lectures, there are frequent meetings of this kind for the enjoyment of music, discussion, and friendly conversation. Then there are general expeditions to places in the neighbourhood—Sunday expeditions to Schwarzburg, to Weimar, to Eisenach, &c.; visits to the admirable *Bürgerschule* of the town, and other institutions; and opportunities for meeting individually at the common mid-day meal, in the reading-room of the Seminar, in walks, garden-concerts, or at quiet evening meals in a river-side restaurant. In this way people of all countries can learn something of one another, and—education being the prominent idea—can ask questions and compare notes on points of resemblance and difference in their respective systems. All are anxious to be friendly and tolerant of shortcomings in the way of language. The professors engaged, as well as their wives and daughters, do all in their power to help matters—join in the meetings, lead expeditions, and, finally, entertain the whole company at a pleasant afternoon party in the historical Schiller-Garten.

So much for relaxation. But, on the whole, business and work is the order of the day. The majority attended five or six lectures daily, and many even more. The lectures fall under three heads—(1) a scientific course, intended specially for teachers of science in higher schools; (2) a special pedagogic course for those interested in education generally; (3) a general course, including lectures on religious, philosophical, and literary subjects, treated in a wide and comprehensive manner. There are also special courses in the German language for those not sufficiently proficient to follow the other lectures—one for beginners and another for the more advanced. Of these, the "Pedagogic" lectures were naturally the most important to those interested in education, and especially those of Professor Rein, who may be recognized as at least the best-known authority on his subject. Professor Rein is himself an ardent follower of Herbart and admirer of Pestalozzi. On the former he bases his ethics of education, on the latter his theories of method. His lectures, however, are no mere impersonal exposition of book-learning, but express the conviction of an enthusiast and of one who has the practical advancement of humanity at heart. While his theories are reduced to an admirably complete and methodical system, they do not strike his audience as wordy or pedantic; and this because they do not encroach beyond the point to which theory should go—because they recognize the infinite variety involved in circumstances and personality; because, in short, they do not profess to offer more than the outlines of purpose and means which the individual teacher may accept with his own modifications and work upon with complete spontaneity. Professor Rein is at once scientific and human; consequently his lectures were both lucid and inspiring. The average Englishman is superbly scornful of German methods, of which, it must be also confessed, he is, as a rule, supremely ignorant. But, while he may be right in laughing at the Teuton's tendency to push logical consistency into details (a characteristic of which he has rather an exaggerated idea), he would do well if he could himself display more power of realizing motives and basing them on reasoned thought. And in no department of our life is the haphazard character of our motives more shown than in our education. The only fault we found in Professor Rein was his extreme optimism, his certainty of the high results ultimately attainable for humanity from school education. This certain conviction, must, as he himself shows, rest, not on proof, but on faith. The schoolmaster, more than any one, it is true, must rely on faith for hope, not only of immediate and individual, but still more of ultimate and general, results. A little optimism, therefore, will do him no harm. But other people's optimism, catching up to a certain point beyond it, produces reaction. Happily this did not appear to be at all the prevailing effect produced by Professor Rein on his audience, all of whom were speaking in warm terms of the encouraging influence of his own confidence.

Professor Rein's course on general didactics was supplemented with one on special didactics by Herr Lehmsick, the Headmaster of the Seminar experimental school, who gave hints on methods of instruction in individual subjects; these took the form of model lessons, preceded by a lecture and followed by a debate. As an exhibition of address in the handling of means to a given end, these lectures were astonishing and fascinating. The principle of imparting knowledge by extracting answers was carried to its extreme limit, and the pupils so completely lent themselves to the plan as sketched in the preceding lecture that certain of the audience ventured to express doubt whether the lesson had not been given on a previous occasion. This was, however, successfully disproved. The debates were, on the whole, a failure, usually reducing themselves to a duologue between two loquacious school-inspectors, or wandering by mysterious transitions into the region of religious controversy.

To these were added shorter courses on school hygiene, on the theory of technical education, on the teaching of geography, and the most valuable series on "Abnormal Children," by Professor Trüppner, Director of the Institute for the Feeble-Minded. Space, however, prevents any further account of these. We will conclude by warmly recommending the *Ferien-kurse* at Jena as a most profitable and enjoyable manner of spending a three weeks' holiday.

ON A SCALE OF INTELLIGENCE IN CHILDREN.

I WISH to obtain the aid and counsel of teachers in secondary and elementary schools for a project I have been long considering, and which I hope next year to be able to carry out.

For a number of years past I have been engaged in researches bearing on the theory of heredity, and have collected measurements of upwards of eleven hundred families. These measurements are of stature, span, and arm-length. The fact that for these absolute measurements all individuals must be adult renders the number of suitable families somewhat limited. I therefore propose to supplement my ample data on direct heredity (parent and offspring) by a new series on collateral heredity (measurements on brethren). Owing to the courtesy of Dr. Franz Boas, of the American Museum of Natural History, it has been possible for me, in conjunction with Miss C. Fawcett, to verify certain laws of heredity on the head measurements of a comparatively small series of North American Indians. This series was sufficient, however, to show that the cephalic index in children offers one of the best fields for testing the laws of collateral heredity, *i.e.*, the degree of resemblance between brothers and brothers, sisters and sisters, and brothers and sisters. It changes very slightly with growth, and, accordingly, the difficulties which arise in the case of absolute measurements changing with growth at once largely disappear.

In order to carry out an extensive system of measurements on pairs of brothers and sisters, I applied for and have obtained from the Royal Society an allotment from the Government grant for scientific purposes. By aid of this I shall be able to provide the needful instruction and instruments for any teachers who will give me their aid in the measurement of children's heads. I have already received promises of assistance, and shall be only too glad to receive more. In particular, those teachers who can measure both girls and boys—so that brother-sister pairs may be formed—can be of special service. I want, if possible, to obtain a thousand pairs of each class—brother-brother, sister-sister, and brother-sister—and, if this series is to be completed in a fairly reasonable time, measurements will have to be made in perhaps fifty to a hundred secondary or elementary schools. The aid I am asking for is, therefore, rather large, and it is only the scientific importance of the subject which justifies my hoping to receive it from teachers whose time and energy are already so fully engaged.

But there is another point, on which I want rather counsel than aid. I propose, if possible, to combine these head measurements with a scale of intellectual capacity. I am very fully aware of the difficulty of this, and of the probability that the results may be purely negative. But when, for the first time, it is proposed to make an extensive system of head measurements on English school-children, it seems at least worth while en-

deavouring to discover whether there is any correlation between the shape of the head and intellectual capacity. In order to carry out this project we must have a scale of intelligence on which teachers can broadly agree, and here arises one difficulty after another. In the first place, the ratios of head measurements on which the investigations will be based do not sensibly alter with growth. Hence, if possible, an intellectual scale is required which will place the child in practically the same class at whatever stage of growth it be applied. Now, a teacher's estimate of what I may term a child's *natural* ability must necessarily be influenced by—

(i.) The character of the child, due to (a) the early or late period of its development; (b) the sex of the child with reference to age; (c) the previous training of the child—whether due to other teachers or to home influences.

(ii.) The character of the teacher, due to (a) length of experience of children in general; (b) personal equation—sympathy with certain types of children, and capacity for appreciating what I may, perhaps, term difficult natures.

(iii.) The faculty or subject-matter on which the estimate is based; (a) subject-matter appeals or does not appeal to some active faculty of the special child; (b) the length of time during which the subject-matter has been familiar to the child, or the extent to which the faculty to which it appeals has been previously developed.

Now, I propose, in face of all these sources of error, to attempt a scale of *natural* ability, which, although some few individuals may alter their position owing to their later development or wider experience on the part of their teachers, will still give a substantially correct result when applied to the mass of children, and when the numbers dealt with are not units, but thousands.

Unfortunately, my teaching experience is confined to one subject and one class of students, of a much more advanced age than I am seeking to deal with in the present investigation. In students of from eighteen to twenty-two years of age, I have found the scale below to be fairly useful; a student of that age rarely passes from one class to another; indeed, I have found it serves fairly well to classify after-success in professional life. Most of my students, however, are students undergoing a technical training with a view to engineering, and thus the subject-matter by which they are classified is closely related to the faculties they have afterwards to exercise professionally. The following is the scale to which I refer:—

1. *Very Dull*.—Capable of holding in their minds only the simplest facts, and incapable of perceiving or reasoning about the relationship between facts.

2. *Slow Dull*.—Capable of perceiving relationship between facts in some few fields with long and continuous effort; but not generally, or without much external assistance.

3. *Slow*.—Very slow progress generally; but, with time and continual care, progress will be made.

4. *Slow Intelligent*.—Slow generally, although possibly more rapid in certain fields. Quite sure of knowledge when once acquired.

5. *Intelligent*.—Ready to grasp and capable of perceiving facts in most fields; capable of good progress without much effort.

6. *Quick Intelligent*.—Very bright and quick in both perception and acquirement, and this not only of customary, but of novel, facts. Ready to reason rightly about things on purely self-initiative.

This is the scale on which I should like to have the opinion of fellow-teachers. There are one or two points, however, which I should wish to be taken into consideration. I myself have often formed another class, which I term *Quick Inaccurate*, and I have been unable to place it anywhere in the above scale. Several secondary teachers I have discussed the matter with tell me that they consider it Class 6 with a defective training. I am not certain whether it is really due to physical constitution or to want of proper secondary training. Is the class to be found in sensible numbers in elementary schools?

In the next place, it does not seem to me possible to classify an individual without at least one to two years of observation. Nor does it appear to me that a teacher giving occasional instruction in one subject only would be able to form at all a safe classification. Here arises another difficulty—we have nowadays so much specialization of teaching that a teacher may not see enough of the work of a child in different subjects, or be

sufficiently himself, or herself, sympathetic with different branches of study, to give an all-round appreciation of a child's natural ability. Occasionally, although rarely, my "slow-dull" mechanical student has been the swan of the chemical or physical colleague; more frequently my "quick-intelligent" has been not only a brilliant mathematician, but a good linguist. Still I should much like to have the opinion of teachers as to whether a scale of natural intelligence must be applied to a variety of subjects to obtain good results. Is the boy who is "slow-dull" at arithmetic likely to be "quick intelligent" at drawing; the "intelligent" at languages to be "very dull" in observation of nature? Several distinguished teachers have told me that it is important to have a classification of subjects as well as of grades of intelligence, and I should like very much to have opinions as to what such groupings should be. The groupings hitherto suggested to me either differ so widely or are so complex that I do not see my way at present to suggesting a classification of subjects of instruction.

A more hopeful method would, I think, be to try a classification by faculties; but, even in this case, many teachers with modern specialization might not call into play, and so be able to appreciate, all these faculties. As a rough scheme of faculties, I would suggest for criticism (1) power of observation, (2) power of imagination, (3) power of acquisition and retention, (4) power of drawing inferences—reasoning.

Personally, I should find it much easier to classify individuals than subjects of study under these heads. A readiness in modern languages, for example, might come under either (2) or (3), while a facility in natural science might be due to the excess of (1) or (4). If some such system of faculty classification were adopted, then the scale of intelligence might be applied to each division of the system. At the same time, it must be remembered that, when a great number of observations are to be made by a great variety of teachers, extreme simplicity is of the first importance. I shall be very grateful to any readers of the *Journal of Education* who will give me the benefit of their experience and advice in such manner and form as may seem to them best,* and if the Editor can, at a later date, spare me space, I shall be very glad to give a *résumé* of the opinions I may have received.

University College, London.

KARL PEARSON.

AFTER TWENTY-FIVE YEARS.

A YOUNG lady, asked to name the three greatest movements of national progress, answered without hesitation: "The Renaissance, the Reformation, and University Extension." To extend University teaching, in kind, if not in degree, by the agency of local lectures to busy adults, was the admirable idea to which Cambridge gave effect twenty-five years ago. Experts differ as to which of the two ancient seats of learning first conceived the idea. It is a matter of small importance; but, if any one is to be crowned for the invention of University Extension, it should be the illustrious Sir Thomas Gresham. Over three hundred years ago, as Mr. Goschen once pointed out, this merchant prince thought it was not enough for business men to conduct their own business affairs: he thought it would be wise to establish in their midst educational agencies of the very highest character—agencies not simply directed to promote the commerce of the kingdom in which he took so prominent a part, but agencies which were to be "for the glory of God and the common benefit of the Commonwealth."

The scheme of Local Lectures, started at Cambridge by Professor Stuart and his friends twenty-five years ago, was designed to do for busy adults throughout the country what Sir Thomas Gresham desired to do for the busy citizens of London. That it has succeeded in this work, beyond expectation, is clearly demonstrated by the general adoption of the "method" by nearly all the English-speaking Universities, and by the popularity of the movement. Here are some figures showing the progress made, which Dr. Roberts presented to the recent Conference:

		No. of Courses.	Total average attendance.
1876-7	... Cambridge working alone	83	7,511
1886-7	... Cambridge, London, and Oxford	228	25,486
1896-7	.. Cambridge, London, Oxford, and Victoria	488	46,741

But, while ministering to the intellectual requirements of "busy adults," this movement has left behind it, in different parts of the country, a variety of more or less important developments. Most of these are unrecorded in official reports, but they are nevertheless, as Miss Montgomery, of Exeter, would say, of value as education in the art, not simply of learning, but of living. Students' associations, literary societies, field clubs, dramatic clubs flourish long after the stimulus of the University Extension lecturer, and the country town or mining village does not "stand where it did." In cities and larger places such as Nottingham, Sheffield, and more recently at Reading, Exeter, and Colchester, permanent institutions, providing systematic education, owe their existence largely to the Local Lectures system. In fact, it may be said that the educational mission of movement appears to be that of a pioneer who pegs out a claim for the occupation of others. This is practically the lesson to be learned from the results of twenty-five years' work, discussed at Cambridge on July 6 and 7. The Conference was not quite as representative as, perhaps, the occasion warranted; but, doubtless, it was thought undesirable to attempt to repeat the International University Extension Congress of 1894. Canon Moore Ede, one of the pioneers among the lecturers, was appropriately entrusted with an address on the more important features in the progress of the movement. But he did not confine himself to the matter-of-fact limits of a reviewer. On the contrary, he discussed defects and proposed remedies, his final word being to the University, which he said had a grand opportunity before it. He suggested the election to College Fellowships of those who might devote themselves to the organization of Extension work, on permanent lines, in different localities. Interesting papers were read on the results achieved at three typical centres, Derby, Exeter, and Scarborough, and also a paper on "University Extension Societies."

The Duke of Devonshire, who presided at the second session of the Conference, gave an eloquent and suggestive address. It was an admirable opening for the subject to be discussed, "the lines of future advance." Given, on the one hand, local educational forces, it was to the Universities that the country must look for spirit and method. He forecast the responsibilities of the new municipal institutions now coming into existence as agencies to equip the people, not simply with technical education, but with a knowledge of the duties of citizenship.

The Bishop of Bristol said a few vigorous words as the candid friend of the University. He asked "those in authority" to realize that, having entered upon the work, the University could not turn back; that it must expect to be pushed forward by the people; and its concern should be to see that it is not pushed too quickly nor in a wrong direction. The University was, like a hen with ducklings, in danger of bringing into existence developments over which it could exercise little or no control.

After some discussion, papers on the work of the Exeter and Colchester University Extension Colleges, contributions of less importance to "the lines of future advance," were read.

By way of summarizing the outlook "after twenty-five years," Mr. Alfred Howson, of Newcastle-on-Tyne, who has been actively associated with the movement for many years, has been good enough to write as follows:—

"The practical interest of the Conference mainly centred round the question, 'What is to be the main line of future advance?' This will be best solved by a clear separation of three ideas which tend to become confused; *i.e.*, the relations of the University of Cambridge to (i.) technical instruction, (ii.) general primary and secondary education, (iii.) the Local Lectures. Although it is essential to the best educational interests of the country that the Universities should increase their influence on the first two most important movements, and although in some districts the Local Lectures may in various ways be combined with these, it must never be forgotten that 'extension of University influence' is not quite synonymous with 'University Extension,' the distinct, definite, and primary object of which must always be the promotion of the Local Lectures scheme. The original force of the missionary effort of twenty-five years ago is spent. A new missionary effort is

* It would be of particular service if pairs of teaching colleagues who have experience, say, of twenty to fifty children, would independently apply to them my scale, and let me know the extent to which their classifications are identical.

required. This, to be effective, must, like the first, be undertaken by men from the University. The field to be covered is much wider now than then. Success can only be secured if superintendent lecturers of spirit and energy are appointed, each to a large district, to arouse the interest and organize the forces of the country for true University Extension."

In a word, the lesson after twenty-five years of University Extension appears to be that, if any further definite step in advance of the present system is to be made, it is the University that must make it, and the University must be prepared to give much more than it takes.

A PLEA FOR THE STUDY OF ITALIAN.

IT is odd that it should be necessary to write in support of a study that has so many and such obvious claims to a place in the curriculum of English schools. And yet no one with any authority to speak on the subject will deny that Italian has almost ceased to be seriously regarded by modern educationalists. The neglect is both patent and general. This regrettable state of things is not the result of deliberate counsel. There has never been issued by the Conference of Headmasters, or other assembly of "light and leading," any *fiat* denouncing the study as obsolete or obstructive. The tendency has been all the other way. Whenever anything has arisen to open the eyes of teachers to the slight esteem in which Italian has come to be held, there is at once shaking of head and searching of heart, and all allow that these things ought not so to be. To take a typical case, a few years ago the Civil Service Commissioners struck off Italian as an eligible subject for a particular examination. Immediately, a great outcry was raised, the Universities took the matter up, and vigorous remonstrance was made. Thus challenged, the Commissioners did not dispute the abstract merits of the language, but maintained that their conduct had been governed by practical considerations, and added that the Universities themselves made only very inadequate provision for the study in question. The Delegates of the Clarendon Press so far admitted this impeachment as to include in their educational series a "Primer of Italian Literature," supplementing Mr. Cotterill's selections from the "Inferno" and the "Gerusalemme Liberata."

Ideally, this representation is so meagre as to amount to a positive scandal; but, actually, the Delegates are not open to censure. Although they may not be influenced to the same extent as private firms by the thought of profit and loss, still, as a body, they exist to meet the demands of their customers; and, if the public do not want, and will not buy, Italian grammars and text-books, the Delegates cannot be expected to sanction a wasteful expenditure on publications destined to be so much lumber. On the other hand, heads of schools may legitimately ask: Admitting the usefulness of the study, how are we to teach boys and girls Italian unless somebody provides the tools? Apparently, the only escape from this dilemma is for some educationalist of note to bring the subject before the parliament of headmasters and advocate common action between heads of schools, the Directors of the Clarendon and Pitt Presses, and the Civil Service Commissioners. The writer is not a headmaster; to his sorrow, he is not even a member of the scholastic profession; but there will, doubtless, be many able and willing to undertake the task, once they are convinced of its desirability.

It would be extremely easy to argue the question from the point of view of a liberal education. Is it not extraordinary that troops of cultivated persons should be satisfied to know Dante at second-hand? In the case of this poet, it is a truism to assert that no translation, however ingenious, will ever convey a right idea of the original. If it is part and parcel of a liberal education to read Homer in Greek, it ought to be equally necessary to the comfort and self-respect of a scholar and a gentleman to read Dante in Italian. To those, however, who mark the signs of the times, it is evident that the ideal of a liberal education is losing its hold. Parents are becoming alarmed lest the prospects of their children should be sacrificed to purely intellectual aspirations, to mere Will-o'-the-wisps, distracting the minds of pupil and teacher from the pursuit of the "main chance." Parental anxiety on this score has already produced an effect on the organization of first-grade schools. In all there is a

modern, as well as a classical, side; and, though the headmaster may gird at shorthand and type-writing as enemies to a liberal education, his assistant will tell you that the school is becoming every day more "modern." For men who depend for their livelihood on their classical attainments, this is decidedly awkward. Greek is certainly going, and eventually, through stress of circumstances, Latin may not improbably follow. Why not substitute Italian for Greek? If masters would spend their vacations in Italy and devote some of their leisure to reading Italian classics, they would be amply rewarded for their pains, and would gradually qualify themselves to teach the language, thus doing away with the necessity of engaging more foreign masters. The cause of liberal education would be served, and the pupil would be benefited by having acquired, at a far less cost of time, a very useful modern tongue.

With regard to girls, though the adage "What is sauce for the goose is sauce for the gander" is beginning to apply in educational matters, the topic may be discussed in a less mercenary spirit. First, then, English is widely, if superficially, studied in ladies' schools; and who can study the masters of English, to whatever period they may belong, without being deeply impressed with their and our obligations to the writers of Italy? Again, the elegance, softness, and musical qualities of the "Tuscan" language mark it out as peculiarly fitted for girl students. This was freely recognized in our grandmothers' days, when no lady's education was deemed complete unless she could read, write, and speak Italian. It may be urged that our grandmothers' ideals have been left behind, and that elegance is no longer the be-all and end-all of women, being, indeed, rather inconsistent with the freedom they claim for themselves, especially in athletics. But elegance is still approved in dress and deportment, and why not in mental accomplishments? Italian might come in as a complement and corrective of German and physical science, which, however good in their way, do not make for social grace, nor, in any higher degree, for intellectual refinement.

The mention of these two subjects suggests why it is that Italian, once universally popular as a subject of study, has fallen out of the race. With the accession of new and sturdy competitors, there is, or there is thought to be, no room for it. The soundness of this conclusion may be doubted. Although a good Italian accent is one of the most difficult to acquire, and hardly to be attained out of Italy, for literary purposes Italian comes easy to any one knowing French and Latin, and, on this ground alone, girls should be encouraged in taking to it. In some schools, even now, Italian is systematically taught; or, by means of visiting masters, facilities are provided for learning the language. It is to be hoped that the future will witness a large increase in the number of such schools, which will assuredly not be the worst reputed of as centres of taste and cultivation.

F. J. SNELL.

COLONIAL AND FOREIGN NOTES.

FRANCE.

A REPORT on the progress of adult popular education during the Winter Session of 1897-98 fills eighty-five pages of a recent number of the official *Bulletin de l'Instruction Publique*. Though encouraged and, in part, supported by the State, the main financial burden of the movement falls upon District Councils, municipalities, and private societies and individuals. The actual figures for last year are: the State, 150,000 frs.; municipalities and District Councils, 1,588,000; private sources, 1,000,000. Public opinion being nearly everywhere in favour of gratuitous classes, the amount contributed by the few paying students is insignificant. It will be interesting to examine the results achieved by this expenditure of more than £100,000, to say nothing of the unpaid services of nearly 50,000 devoted men and women. Statistically and superficially they may be expressed thus: in the public elementary schools 30,368 evening classes for ex-scholars and adults; 5,000 classes organized by private societies; 117,152 single lectures, "with or without lantern illustrations"; 1,600 recreative evenings for young women; and 482,907 adult students of both sexes (out of a total of 850,000 who entered their names) in regular attendance at lectures and classes. But this is not all. The re-awakened interest in this matter of popular adult education has, in its four years of activity, set on foot 400 school mutual benefit societies, 2,779 associations of ex-primary pupils, and 809 school clubs, while 850 similar societies are in process of formation.

But the writer of the report expresses these same results more forcibly without statistics. "The continuation school" (*l'école prolongée*), he says, "is the true school of the people. It has seriously set itself to the task of providing such popular instruction and education as are necessary in a democracy. The continuation school is the school of decentralization. It breaks with the uniformity of the day school and gets rid of the studies of only indirect importance. It makes for itself, in each locality, its own time-table, programme, and methods. . . . It endeavours, thanks to the adequate adaptation of its methods to the special needs of its students, to bring to light the treasures of intelligence and will hidden in the lowest social depths. By means of its classes it restores neglected opportunities to the illiterate and ignorant; it is a finishing school for the young worker in farm, factory, or counting-house who is anxious to resume acquaintance with the ideas acquired at school, and a practical professional school for apprentices of every kind who, absorbed all day in the practice of their occupation by the necessity of earning a livelihood, are glad in the evening to acquire some knowledge of its theory. It is also the school of specialization. Thanks to a broad, harmonious, and complete plan, and to the diversity of forms that it adopts, it allows the poor and humble of every vocation, who have had no access to higher knowledge, to find gratuitously, according to their tastes and capacities, the means alike of cultivating their minds and of acquiring a more accurate technical knowledge of their professions. It is, further, the school of popularization. It endeavours to bring light to the collective soul of the people upon all questions, problems, and discoveries that affect the material and moral greatness of the country. . . . By its readings, lectures, conversations, and festivals—all of direct educational bearing—it is the school of art, of morality, of intelligent patriotism. It instructs, entertains, and strengthens. By virtue of the broad humane doctrine preached from its platforms, it becomes the school of duties and the school of rights, and gives to the individual conscience the power of understanding and serving the true interests of society. Finally, by its numerous flourishing ramifications, it is the school of solidarity. It lifts the growing generation to the mastery of itself—to the practice of self-government—by familiarizing it with the ideas of free discussion, union, mutual service, and true fraternity. It provides the civic education of *ceux qui auront vingt ans*, working with and through them at social ends, while deliberately holding aloof from all participation in politics and party strife."

While expressing continued satisfaction with the progress made, the report frankly points out the need of more generous support from the State, alluding, by way of stimulus, to our own "whisky money." But the encouragement afforded by the State must not be measured merely by the amount of its subvention, another number of the *Bulletin* containing more than two hundred pages of names of primary teachers thought worthy of honorary rewards for their labours in the cause.

A few months ago, it may be remembered, in commenting upon an authoritative statement that the French Universities were practically normal schools for secondary teachers, we said that we had been unaware that this was the case; that we would endeavour to ascertain from reliable sources how far the statement could be said to be true. As no printed information exists, we have had to depend upon written communications, which may all be said to amount to this—that, except in one small respect, the French secondary teacher who does not enter the *École normale supérieure* gets no more purely professional training from his University than does his English brother. The one exception is that in the examination for the degree of *Agrégé* (without which it is not possible to teach in the *higher* classes of the secondary schools) some attempt is made to test the candidate's power of teaching. He is asked, that is, to teach an imaginary class before the examiners, and to correct written exercises both orally and in writing.

"Lectures on education are now organized in several of the Universities, and especially in Paris, which the secondary teacher *may* attend," writes one of our correspondents; but that is equally true of our own Universities. The same correspondent, a gentleman of high academic standing, writes further (in English): "As regards the theory and practice of the pedagogic training, it is supposed that most of the candidates (for the *Agrégation*, i.e.) have been employed as assistant-masters, or *maîtres d'études*, before they compete." And, again: "As in England, the pedagogic practical training of our secondary schoolmasters and mistresses is considered less important than in primary schools. One of the reasons is, very likely, that the examinations and regulations for secondary teachers are older, whilst those for the formation of the teachers of elementary schools are of more recent date, and, of course, as the preoccupation of pedagogy is now more general than before, the regulations have been careful to insist on the pedagogic training of teachers for primary schools." It is, then, as we thought. There is no more serious professional training for the rank and file of the secondary teachers in France than there is in England. Nay, if we include both sexes, there is not so much, and France, in spite of her elaborate State machinery, will presently awake to find us with a long lead in this all-important matter.

On July 13, the eve of the National Fête, the centenary of Jules

Michelet—in obedience to an instruction from the Minister—was celebrated in the schools throughout the country. The celebration—towards which the Government had voted 30,000 francs—culminated, of course, in Paris, where a large number of notable men, including the President of the Republic, the Presidents of both Chambers, and the Minister of Education, assembled at the Pantheon to do honour, in the presence of his widow, to the memory of the great historian and philosopher. Especially to mark his services to education, it had been decided that delegates from every public educational institution in Paris should pass before his bust. After this imposing ceremony the new Minister, M. Léon Bourgeois, closed the proceedings with an eloquent oration, from which we quote the most characteristic passage: "According to Michelet, the ideal towards which our whole past is slowly lifting us is the moral city, the fraternal republic, the true country—that great friendship which holds all the rest." For the realization of this dream, laws are vain. Michelet himself has told us that the evil to be cured is in our hearts. In order that the moral city may rise around us, it must be first founded in ourselves. Education must establish it in every heart of the people of to-morrow. That is the meaning of his celebrated saying: 'What is the first part of politics? Education. The second? Education. The third? Education.' He spoke as the National Convention spoke: 'If we establish education, we shall have lived long enough.' And the children! How he is ever thinking of them! What trust he has in them, if only there can be awakened and developed in these simple beings, these inheritors of a generous race, the sentiment upon which the city is established—'faith in the great association of self-sacrifice.' . . . 'The wise must no longer be satisfied with saying: "Suffer them to come unto us." They must go to them. The child is the interpreter of the people—nay, he is the people in their native truth, the people innocent.' How, too, he foresaw, and ardently desired, that national school which the Republic has indeed established, but which it has still to enlarge and complete! How he glories in anticipation in that class-room where, without distinction of fortune, opinion, or faith, all the sons of the nation should come and sit side by side; and where, ceasing to be ignorant of each other, and bound by friendship, although divided by occupation, they should do more between them than all the politics and all the systems of morality in the world, and fashion by their contact the sacred knot of the city? Not many subjects are to be taught there; that will be the work of special schools afterwards. His dream for the earliest years was an education that 'should establish the country in the heart of the child.' 'France,' he would say, 'must surround herself with her children, and teach them France.' 'A man's native country is a living education,' and when that country is France, when the personality that is to be known and loved as a mother is she who, in the history of all times, 'has most confounded her interests and her destiny with those of humanity,' she 'whose laws are no other than those of reason herself,' she 'who has set before the world as the law of this life that fraternal equality which had hitherto been left for the life to come'; she of whom he himself did not hesitate to say: 'If it were possible to gather in a heap what each nation has spent in blood, gold, and efforts of every sort for such disinterested purposes as should only profit the world, the pyramid of France would reach to the sky.' . . . To make such a country known, to make it understood, to make it loved, is that not to give the child an education at once national and human, an education which shall make a soldier of duty of him in his country, a soldier of right for humanity?"

GERMANY.

In Prussia there are three technical schools of University rank—at Berlin, Hannover and Aachen. In recognition of the great prominence which technical knowledge has attained at the close of this century, the Emperor has nominated three professors to represent, during their lifetime, these institutions in the Upper Chamber of the Prussian Landtag. The national Universities already possess the right of choosing one of their governing body to represent them in the National Assembly, and in some of the other German States this privilege has already been extended to technical institutions.

Concise information as to the salaries paid to German professors is contained in a "Memorandum" drawn up by the Philosophical Faculty at Jena on the necessity of improvement in that University. In Bavaria the minimum for an ordinary professor at thirty years of age is £255, at seventy, £354; they receive, in addition, certain quinquennial increments, which cease when the salary has reached £450. In Berlin the professor begins with £285, and, after twenty-four years, reaches £405. But it is within the power of the Government to increase these salaries, or to withhold the increment if there are attached to the professorship other subsidiary emoluments. There are, of course, in addition, the lecture fees; when these amount to more than £225, the professor only receives half the excess. Classes of over a hundred students are not unusual, and the fee for a course of lectures, four days a week, is generally £1 a term; so that in not a few cases the limit is exceeded. At Rostock, the smallest of the German Universities, the average salary is a little under £300. With these figures those of Jena compare most unfavourably; there the average works out at £220, and the amounts

received from lecture fees is small. The professors enjoy, it is true, exemption from taxation; but the privilege is but nominal when there is so little to be taxed, and only benefits those who have large private means.

In Prussia nearly all Government officials have reason to be thankful for the brilliant results of Dr. Miquel's financial policy. The teachers have received a share of the surplus, and the State has extended its subsidies to municipal and other non-State schools; but not without exacting an equivalent. It is notorious that there are a large number of candidates for whom the Government is hard pressed to find places. Formerly the towns could choose their teachers as they pleased; but, if they accept the subsidy, they must make their choice from the oldest six candidates on the lists of the provincial school inspectorate of their district. It is, naturally, only the very richest towns that can afford to forego these grants in aid.

Great interest is manifested in the education of defective children. There are now fifty-two towns possessing special schools, educating 4,299 children in 202 classes. These schools (with about five exceptions) are mixed schools; and, in almost all cases, the boys preponderate over the girls. Meeting at Hanover earlier in the year, representatives of these schools founded a "Union of Special Schools" (*Verband der Hilfsschulen*). At this meeting a paper was read by a medical man on the co-operation of the doctor in such schools. Among teachers, however, the views expressed by the writer found little favour. If his proposals were adopted, they assert that all initiative would be taken from them, and that the doctor would really be the master of the class. Teachers admit that the difficulty is great of deciding what children should be sent to these schools; but they claim to be heard, and mistrust the judgment of the doctor without any special qualifications in this direction. The general rule is that any child who has remained in the same class for two years without making any progress is sent to the special school. An excellent article dealing with the whole practice of the Leipzig School, one of the oldest in Germany, is to be found in the *Praktischer Schulmann* for July. The cost of the school to the town is estimated at £8. 4s. per child; which the writer thinks is not excessive, considering that each pupil of the three municipal *Gymnasien* costs the town £10. 10s.

At Berlin there exists at present no special school; but the authorities have now determined to institute special classes. Their proposals, however, have been much criticized. The numbers in these classes are not to exceed twelve—so far, so good; but instruction is only to be given for twelve hours a week. It would seem that the Berlin authorities contemplated some branches being taken by the pupils in these classes in common with the normal children—looking forward to the time when the former could return to the ordinary school. This hope their critics declare to be futile, since such mental defects can never be radically cured, and such children require separate instruction in all branches and throughout their school career. It is suggested that the authorities have failed to discriminate between backward (*schwach-befähigte*) and mentally deficient children (*schwachsinnige*). Many of these questions will be discussed at a Conference to be held at Breslau between September 6 and 9.

"ALKESTIS" AT THE ANTIPODES.

THE "Alkestis" of Euripides was performed in the Town Hall, Melbourne, on Wednesday, June 22, by the students of Trinity College, University of Melbourne, before an audience numbering over twelve hundred, and including, one might say, everybody who was anybody in the capital of Victoria. Only a very small proportion of the audience probably understood a word of Greek; but the result of good acting, fine music, and splendid scenic effect was such that rapt attention was shown throughout, rising every now and then into absolute enthusiasm and culminating in a *furor* of applause, as the stage gradually darkened on the last beautiful tableau. The whole production was a memorable and impressive one, and it was all the more remarkable, in that Trinity, great as its classical reputation in Australia is, does not, including its Women's Hostel, contain more than seventy or eighty students. For the musical part, the students had the assistance of Professor Marshall Hall's orchestra and the choir of the Melbourne Liedertafel; but otherwise even the dresses and properties were designed and made in the College.

Of the performers, Miss Florence Towl, as Alkestis, claims first mention, because of the way she surmounted the difficulties of the death scene. The whole of her long speech had to be sung, and sung to extremely difficult music; but not only was her singing really fine, but she displayed tragic power of quite an exceptional character for an amateur. Mr. D. J. Bevan deserves high praise for his acting of the somewhat thankless part of Admetos. He has a fine voice and a fine stage presence, as becomes a hurdling and long-jump champion, and he declaimed his lines admirably; further, he never looked awkward, as so many amateurs do, during the long speeches of others. Mr. C. F. G. Webster, as Pheres, showed dramatic power, and, at

the same time, gave a distinct impression of reserve force in the unpleasant scene of recrimination between himself and Admetos. Mr. H. E. Bullivant, the Varsity stroke of 1897, looked the part of Herakles thoroughly, and gave his lines with good effect; while Mr. Clive Shields, as the cup-bearer, deserves a word of praise for his scene with the God of Strength. The gloomy figure of Death was well portrayed by Mr. G. M. Long. The long black robes made him seem taller even than he was, and the hollow eyes and bloodless face, half seen, half guessed, beneath the dark hood, made a realistic impression of horror, heightened by the music. A Death that scolds and snarls, that can even feel a momentary fear of one stronger, is not the terrible, but always dignified, figure of our modern art imagination. But it is the Thanatos of Euripides, and, dramatically speaking, if Strength is to wrest his prey from him, we could not have a Death calm and irresistible brought before us in the earlier scene. The venomous Thanatos, greedy for victims, is, perhaps, after all, the greatest stroke of genius in the play.

The music, written specially for this performance by Professor Marshall Hall, formed, it may be said, the chief attraction to a large part of the audience. Besides the numerous choruses, the long death scene, and the splendid and impressive funeral march, the music formed all through a dramatic commentary on the text, and, interpreted as it was by the highly efficient orchestra which the Ormond Professor has created and by the choir of the Melbourne Liedertafel, it created a profound sensation. Composed by a musician of the professor's standing, it will, no doubt, be heard before a wider audience later.

The stage management was in the hands of the Warden of Trinity, Dr. Leeper, who "coached" the actors from the first. The success achieved was the result of indefatigable labour, but Dr. Leeper had good reason to feel satisfied with the result of his work. Not only was there no hitch of any kind, but the extreme beauty of the various tableaux and of the *mise-en-scène* generally, the graceful movements of the performers, the admirable exits, and the effective device of darkness in lieu of a curtain to end the scenes, all spoke loudly for the dramatic sense that had devised them.

It is not too much to say that Australia has produced a representation of Greek tragedy that should be historical, and that at its first attempt.

CORRESPONDENCE.

To the Editor of The Journal of Education.

DEAR SIR,—I feel much obliged to Mr. Macan for his courteous reply. He handles figures in a very masterly way, but, while one cannot help admiring the cleverness of the juggling, one objects strongly to trust him with any property. His ideas of expansion are more liberal to private schools than I could have hoped. They are, however, in my opinion, altogether theoretical, and would fail completely in practice.

It is hardly worth while discussing Mr. Macan's method of distinguishing between elementary and secondary education. I agree that there should be far more pupils in our secondary schools, and that the leaving age should be higher. The real difficulty seems to be that children come to school too late and go away too early. The difficulty is felt in Germany, and would, I fear, there be equally great as with us, were it not for the compulsory attendance commencing at six years of age, and, in the case of boys, the need of passing an examination to exempt from one year's military service.

The *Realgymnasium* at Frankfort-on-Maine ought to attract pupils, for Direktor Walter is one of the best teachers of modern languages in Germany. Yet, of a class of twenty-three pupils who began English at Easter last year, there now remain only eleven. Very few pupils, indeed, go through the whole school course. No one can pretend to say that the twelve boys who have left have in any sense obtained more than a slight acquaintance with the English language. And so it is the case in many subjects with pupils in English secondary schools; in which case Mr. Macan would at once deny that the schools were secondary.

Notwithstanding what Mr. Macan says, I shall hold that Reading, so well provided with schools as it is, strongly supports the contention that the chief difficulty is the early leaving age. In fact, all the information that I have been able to obtain shows that it is a general custom among middle-class parents in England to remove their sons from school at sixteen or under. I cannot believe that things will be improved simply by the erection of new schools. Such a plan would remind one of the *nouveau riche* who, when furnishing his house, ordered so many square feet of books for his library.

Mr. Macan throws discredit on my assertion that private secondary schools had been crushed out by the new intermediate schools in Wales, and he speaks of "the solitary Swansea case."

Whoever was wrong in "the solitary Swansea case," the fact remains that the Swansea School had to go, and not to allow full significance to the fact is to follow the methods of the ordinary income-tax assessor.

I can well allow that many of the schools "crushed out" in Wales were not so efficient as they should have been; but, then, private schools have had neither Education Department, Science and Art Department, nor Charity Commission to whip them up to a state of efficiency. If the loaves and fishes of Welsh intermediate education will attract students from my own county of Berkshire, no wonder the local private schools were crushed out. What opportunity of putting weak private schools into a state of efficiency is afforded by these sweeping reformers? They always judge private schools by what they actually are; public schools by what they may become.

Let me give a few facts about an endowed school with which I am acquainted. In the time of my boyhood the headmaster lived at the old premises, and drew his salary—£200 per annum and £100 for an assistant. During part of the time his son was his assistant, and they had one pupil. This pupil told me that they thrashed him, and his father would no longer let him attend; so no pupils remained, and, after a time, the headmaster was pensioned off.

The present new premises cost between six and seven thousand pounds. In 1897 the County Council made a grant of £650 towards science and art additional buildings, and makes an annual grant of £100. There is accommodation for 120 boys (including sixty boarders) from eight to seventeen years of age, and the buildings are arranged "so as to admit of convenient extension." There are now about twenty-five boarders and the same number of day scholars, and for two years recently there was but one boy in the sixth, or top, form. Here is a school, then, that corresponds to Mr. Macan's new schools; but, in spite of fine buildings, endowment, County Council grant, &c., it can only muster about fifty of the 120 pupils for which the buildings were in recent years erected. New schools and school buildings will not necessarily bring new pupils, and it will be a gross waste of money if such schools as Mr. Macan suggests should be erected, as in Wales, without any attempt to consider what existing schools and private enterprise could do and what judicious saving of public funds might be effected.

It would appear that these sweeping reformers are willing to consent to any expenditure of money so long as the school is a public one. Private schools must have arrived at a very high state of efficiency to deserve even recognition. There are other points on which I should like to touch, but I am afraid further to make demands on your space. I will only add that I think Mr. Macan's ideas of the way in which expansion will take place are altogether theoretical.

It was Mr. Macan, and not I, who mentioned the Private Schools' Association. I have nothing but good will towards the Association. I do not agree with its present policy; but I know that among its members are very many who hold views similar to my own, and many who stand in the first rank among progressive educationists.—I am, Yours faithfully,

A. MILLAR INGLIS.

Frankfort a.M., August 20, 1898.

To the Editor of The Journal of Education.

SIR,—I have not yet noticed in the *Journal* any reference to possible uses of phonograph cylinders for the purpose of teaching French pronunciation, *liaison*, &c., in places like the above, where the services of an educated Frenchman are unattainable. Most of our French visitors are escapees from New Caledonia, and avoid publicity—and the police. I should be glad to learn through your columns, or otherwise, if the experiment has been tried, and with what success. If so, I should be glad to know where records of guaranteed accuracy of pronunciation can be purchased. It should be an easy matter to get a Parisian professor of elocution to declaim speeches or recitations into the machine, or, if preferred, to arrange courses of pronunciation of the elementary sounds, &c. Trusting that my inquiries may have a satisfactory result, I have the honour to be, Sir, your obedient servant,

G. CALDERSMITH.

Central State School, Townsville, Australia, July 7, 1898.

Just Ready for September. Price Sixpence.

THE PRACTICAL TEACHER.

In addition to the usual contents, the following special features appear.—

THE SCHOOL JOURNEY—A MEANS OF TEACHING GEOGRAPHY. Excursion by Rail. (Fully Illustrated.) By J. H. COWHAM, Professor of Education, Westminster Training College.
LOYD WORK AT NAAS. (Fully Illustrated.)
ART PICTURES FOR THE WALLS OF SCHOOROOMS.
THE NATIONAL HOME-READING UNION: Special Account of the Exeter Summer Meeting.
EDUCATIONAL REFORM.
MANUAL AND PRACTICAL INSTRUCTION. By ARNOLD GRAVES, Hon. Sec. Technical Education Commission for Ireland.
TECHNICAL EDUCATION IN FRANCE. Report by Dr. CHAS. COPLAND PERRY, M.A.
EDUCATIONAL NOTES. By CATHERINE I. DODD.
EDUCATION IN SCOTLAND. By JAS. PATTERSON.
THE NEW PRESIDENT OF THE EDUCATIONAL INSTITUTE OF SCOTLAND.
EDUCATION ABROAD: A French Prize Distribution. By a Special Correspondent.
NATURAL HISTORY OBJECT LESSONS. By WILLIAM DONF, B.A.
FRENCH AND GERMAN PRIZE COMPETITION. W.T. THOMPSON, B.A. Lond.
THE PRINCIPLES AND PRACTICE OF CLASS TEACHING. SCIENCE NOTES.
THE L.L.A. OF ST. ANDREWS. B.—The Department of Philosophy. By THOS. CARTWRIGHT, B.A., B.Sc. Lond.
LONDON MATRICULATION. By R. C. B. KERIN, B.A. Lond., and E. J. SCHWARTZ, M.A., B.Sc.
VISITS OF INSTRUCTION: GLOVE MANUFACTURE.
THE SCIENCE DIRECTORY FOR 1898-9.
OUR BOOKSHELF:—"At the Sign of the Paper Knife."
HOW TO OBTAIN A CAMBRIDGE DEGREE. By a Practical Teacher.
CONFERENCES WITH PRACTICAL TEACHERS.
THE EDITOR'S TABLE: Recent Mathematical Books. Recent Publications for the Study of Foreign Languages.

PRESENTED WITH THIS NO.

LARGE SUPPLEMENT ON "MAP-DRAWING."

AUGUST: A Specially Illustrated Number (with many Coloured Plates) for Kindergarten and Infant School Teachers. Price Sixpence.

PRACTICAL TEACHER EDITORIAL AND PUBLISHING OFFICES,
 33 PATERNOSTER ROW, LONDON, E.C.
 NEW YORK OFFICE: 37 EAST 18TH STREET.

SEELEY & CO.'S SCHOOL BOOKS

BY DR. ABBOTT.

VIA LATINA. A First Latin Book. 103th Thousand. Crown 8vo, 3s. 6d.
HOW TO WRITE CLEARLY. Rules and Exercises on English Composition. 1s. 6d., cloth.
HOW TO PARSE. An Attempt to apply the Principles of Scholarship to English Grammar. 3s. 6d., cloth.
HOW TO TELL THE PARTS OF SPEECH; OR, EASY LESSONS IN ENGLISH GRAMMAR. 2s., cloth.
ENGLISH LESSONS FOR ENGLISH PEOPLE. By the Rev. EDWIN A. ABBOTT, D.D., and Sir J. R. SEELEY, M.A. Crown 8vo, 4s. 6d.

SEELEY'S CHEAP SCHOOL SERIES.

Each Volume contains sufficient matter for the work of one term, with Notes by a competent Editor of practical experience in tuition; and is well printed on good paper, and strongly bound in cloth.

"We believe that the publication of this series, especially of the English part, will prove a great gain to the literary education of the country."—*Spectator*.

"Such books were much needed. They are edited with great care and ability."—*Pall Mall Gazette*.

Ovid. Elegiac Verse. With Notes by Rev. A. J. CHURCH, and Vocabulary. 8d.
Ovid. Metamorphoses. With Notes by Rev. NORTH PINDER, and Vocabulary. 8d.
Horace. Select Odes. By Rev. W. J. BRODRIP. 8d.
Cæsar. Selections. By Rev. W. J. BRODRIP. 8d.
Cicero. Select Passages. By Rev. F. B. BUTLER. 10d.
Livy. Select Passages. 8d.
Phædrus. Select Fables. By E. WALFORD. With Vocabulary. 8d.
Cornelius Nepos. Select Lives. By E. WALFORD. With Vocabulary. 8d.
A Latin Delectus. By C. OAKLEY. 8d.
Easy Latin Reading Book. By Rev. H. M. STEPHENSON. 8d.
A Latin Exercise Book. By Rev. A. J. CHURCH. Part I. 8d.
A Latin Exercise Book. By Rev. A. J. CHURCH. Part II. 8d.
Latin Prose through English Idiom. By Rev. E. A. ABBOTT, D.D. 2s. 6d.
First Latin Grammar. By Rev. Dr. WHITE. 1s.
The Stories of the Iliad and the Æneid. A Classical Reading Book. By Prof. CHURCH. 1s.
Priora Latina. A First Latin Book. By W. MODLEN. 1s.
First Latin Dictionary. By E. S. MORGAN. 1s. 6d.
Milton. Comus, &c. By Rev. H. R. HUCKIN. 8d.
Milton. Samson Agonistes. By Rev. A. J. CHURCH. 1s.
Cowper. Two Books of The Task. By Prof. J. W. HALES. 8d.
Goldsmith. The Traveller, &c. By A. R. VARDY. 8d.
English Verse for Repetition. Part I. By Rev. W. B. STANFORD. 1s.
English Verse for Repetition. Part II. By Rev. A. J. CHURCH. 1s.
Literary Selections for Practice in Spelling. By ROBERT LOMAS. 1s.
Algebra. By R. PROWSE SMITH. 1s.
Euclid. With Symbols. By L. R. SEELEY. 1s.
Arithmetical Exercises. By F. C. HORTON. 1s. With or without Answers.
A First French Grammar. By HENRY TAYLER. 1s. 6d.

LONDON: SEELEY & CO., LIMITED, 38 GREAT RUSSELL STREET.

MESSRS. METHUEN'S LIST.

WORKS BY A. M. M. STEDMAN, M.A.

Initia Latina: Elementary Lessons in Latin Accidence. Second Edition. Fcap. 8vo, 1s.

First Latin Lessons. Fourth Edition, Enlarged. Crown 8vo, 2s.

First Latin Reader. With Notes adapted to the Shorter Latin Primer and Vocabulary. Fourth Edition, Revised. 18mo, 1s. 6d.

Caesar.—The Helvetian War. With Notes and Vocabulary. Second Edition. 18mo, 1s.

Livy.—The Kings of Rome. With Notes and Vocabulary. Illustrated. 18mo, 1s. 6d.

Easy Latin Passages for Unseen Translation. Fifth Edition. Fcap. 8vo, 1s. 6d.

Exempla Latina: First Exercises on Latin Accidence. With Vocabulary. Crown 8vo, 1s.

Easy Latin Exercises on the Syntax of the Shorter and Revised Latin Primer. With Vocabulary. Seventh and Cheaper Edition, Revised. Crown 8vo, 1s. 6d. Issued with the consent of Dr. KENNEDY.

The Latin Compound Sentence: Rules and Exercises. Crown 8vo, 1s. 6d. With Vocabulary, 2s.

A Vocabulary of Latin Idioms and Phrases. Second Edition. 18mo, 1s.

Notanda Quaedam: Miscellaneous Latin Exercises on Common Rules and Idioms. Third Edition. Fcap. 8vo, 1s. 6d. With Vocabulary, 2s.

Latin Vocabulary for Repetition: Arranged according to Subjects. Seventh Edition. Fcap. 8vo, 1s. 6d.

Steps to Greek. 18mo, 1s.

A Shorter Greek Primer. Crown 8vo, 1s. 6d.

Easy Greek Passages for Unseen Translation. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Vocabulary for Repetition. Second Edition. Fcap. 8vo, 1s. 6d.

Greek Testament Selections. With Introduction, Notes, and Vocabulary. Third Edition. Fcap. 8vo, 2s. 6d.

Steps to French. Third Edition. 18mo, 8d.

First French Lessons. Third Edition. Crown 8vo, 1s.

Easy French Passages for Unseen Translation. Third Edition. Fcap. 8vo, 1s. 6d.

Easy French Exercises on Elementary Syntax. With Vocabulary. Second Edition. Crown 8vo, 2s. 6d. KEY, 3s. 6d. net.

French Vocabulary for Repetition. Sixth Edition. Fcap. 8vo, 1s.

SCHOOL EXAMINATION SERIES.

EDITED BY A. M. M. STEDMAN, M.A.

Crown 8vo, 2s. 6d.

French Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Ninth Edition. A KEY, issued to Tutors and Private Students only, to be had on application to the Publishers. Fourth Edition. Crown 8vo, 6s. net.

Latin Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Eighth Edition. KEY, Third Edition (issued as above), 6s. net.

Greek Examination Papers in Miscellaneous Grammar and Idioms. By A. M. M. STEDMAN, M.A. Fifth Edition, Enlarged. KEY, Second Edition (issued as above), 6s. net.

German Examination Papers in Miscellaneous Grammar and Idioms. By R. J. MORICH, Manchester Grammar School. Fifth Edition. KEY, Second Edition (issued as above), 6s. net.

History and Geography Examination Papers. By C. H. SPENCE, M.A., Clifton College. Second Edition.

Science Examination Papers. By R. E. STEEL, M.A., F.C.S., Chief Natural Science Master, Bradford Grammar School. In Three Vols. Part I., Chemistry. Part II., Physics.

General Knowledge Examination Papers. By A. M. M. STEDMAN, M.A. Third Edition. KEY, Second Edition (issued as above), 7s. net.

CLASSICAL TRANSLATIONS.

EDITED BY H. F. FOX, M.A., Fellow and Tutor of Brasenose College, Oxford.

Cicero.—De Natura Deorum. F. BROOKS, M.A., late Scholar of Balliol College. Crown 8vo, 3s. 6d.

Cicero.—De Oratore I. E. N. P. MOOR, M.A., late Assistant-Master at Clifton. Crown 8vo, 3s. 6d.

Cicero.—Pro Milone, Pro Muræna, Philippic II. in Catilinam. H. D. BLAKISTON, Fellow and Tutor of Trinity College, Oxford. Crown 8vo, 5s.

Horace.—Odes and Epodes. A. D. GODLEY, M.A.

Sophocles.—Electra and Ajax. E. D. A. MORSEHEAD, M.A., Assistant-Master at Winchester. Crown 8vo, 2s. 6d.

Aeschylus.—Agamemnon, Choëphoræ, Eumenides. LEWIS CAMPBELL, M.A., LL.D., late Professor of Greek at St. Andrews. Crown 8vo, 5s.

Lucian.—Six Dialogues (Nigrinus, Icaro-Menippus, Cock, Ship, Parasite, Lover of Falsehood). S. T. IRWIN, M.A., Assistant-Master at Clifton. Crown 8vo, 3s. 6d.

Tacitus.—Agricola and Germania. R. B. TOWNSEND, M.A., late Scholar of Trinity College, Oxford. Crown 8vo, 2s. 6d.

METHUEN'S COMMERCIAL SERIES.

EDITED BY H. DE B. GIBBINS, D.Litt., M.A.

British Commerce and Colonies from Elizabeth to Victoria. By H. DE B. GIBBINS, D.Litt., M.A., Author of "The Industrial History of England," &c. Second Edition, 2s.

Commercial Examination Papers. By H. DE B. GIBBINS, D.Litt., M.A. 1s. 6d.

The Economics of Commerce. By H. DE B. GIBBINS, D.Litt., M.A. 1s. 6d.

Précis Writing and Office Correspondence. By E. E. WHITFIELD, M.A. 2s.

German Commercial Correspondence. By S. E. BALLY. Crown 8vo, 2s. 6d.

A Manual of French Commercial Correspondence. By S. E. BALLY. 2s.

A French Commercial Reader. By S. E. BALLY. 2s.

Commercial Geography, with special reference to the British Empire. By L. W. LYDE, M.A. 2s.

Commercial Arithmetic. By F. G. TAYLOR, M.A. 1s. 6d.

A Primer of Business. By S. JACKSON, M.A. 1s. 6d.

NEW BOOKS.

A History of Shrewsbury School. By G. W. FISHER, M.A. With numerous Illustrations. Demy 8vo, 7s. 6d. [Shortly.]

A History of Westminster School. By J. SERGEANT, M.A. With numerous Illustrations. Demy 8vo, 7s. 6d. [Shortly.]

A History of Eton College. By W. STERRY, M.A. With numerous Illustrations. Demy 8vo, 7s. 6d. [Shortly.]

The Decline and Fall of the Roman Empire. By EDWARD GIBBON. A New Edition. Edited, with Notes, Appendices, and Maps, by J. B. BURY, M.A., Fellow of Trinity College, Dublin. In Seven Volumes. Demy 8vo, gilt top, 8s. 6d. each; crown 8vo, 6s. each. Vol. VI.

"The time has certainly arrived for a new edition of Gibbon's great work. . . . Professor Bury is the right man to undertake this task. His learning is amazing, both in extent and accuracy. The book is issued in a handy form and at a moderate price, and it is admirably printed."—*Times*.

"Gibbon's immortal work has never been presented in so convenient a shape."—*Guardian*.

A Class Book of Dictation Passages for the Use of Middle and Higher Forms. By the Rev. W. WILLIAMSON. Crown 8vo, 1s. 6d. [Shortly.]

The Passages are culled from recognized authors, and a few newspaper passages are included. The lists of appended words are drawn up mainly on the principle of comparison and contrast, and will form a *répertoire* of over 2,000 words, embracing practically all the difficulties felt by the pupil.

Test Cards in Euclid and Algebra. By D. S. CALDERWOOD, Headmaster of the Normal School, Edinburgh. In a Packet of 40, with Answers. 1s.

A set of cards for advanced pupils in elementary schools.

Volumetric Analysis. By J. B. RUSSELL, Science Master at Burnley Grammar School. Crown 8vo, 1s.

A small Manual, containing all the necessary rules, &c., on a subject which has hitherto only been treated in expensive volumes.

A Shorter Greek Primer of Accidence and Syntax. By A. M. M. STEDMAN, M.A. Crown 8vo, 1s. 6d. [Shortly.]

A Key to Stedman's Easy French Exercises. By G. A. SCHUMPF. Crown 8vo, 3s. net. [Ready.]

Carpentry and Joinery. By F. C. WEBBER. With numerous Illustrations. Crown 8vo, 3s. 6d. [Handbooks of Technology.]

A Manual for technical classes and self-instruction. [Shortly.]

Practical Mechanics. By SIDNEY H. WELLS. Illustrated. Crown 8vo, 3s. 6d. [Shortly.]

A Short History of Rome. By J. WELLS, M.A., Fellow and Tutor of Wadham College, Oxford. With 4 Maps. Crown 8vo, 3s. 6d.

"An original work, written on an original plan, and with uncommon freshness and vigour."—*Speaker*.

Taciti Agricola. With Introduction, Notes, Map, &c. By R. F. DAVIS, M.A., Assistant-Master at Weymouth College. Crown 8vo, 2s.

Taciti Germania. By the same Editor. Crown 8vo, 2s.

Passages for Unseen Translation. By E. C. MARCHANT, M.A., Fellow of Peterhouse, Cambridge, and A. M. COOK, M.A., late Scholar of Wadham College, Oxford; Assistant-Masters at St. Paul's School. Crown 8vo, 3s. 6d.

This book contains two hundred Latin and two hundred Greek Passages, and has been very carefully compiled to meet the wants of V. and VI. Form boys at Public Schools. It is also well adapted for the use of Honourmen at the Universities.

"A capital selection, and of more variety and value than such books usually are."—*Athenæum*.

"We know of no book of this class better fitted for use in the higher forms of schools."—*Guardian*.

Exercises in Latin Accidence. By S. E. WINBOLT, Assistant-Master in Christ's Hospital. Crown 8vo, 1s. 6d.

An elementary book adapted for Lower Forms, to accompany the Shorter Latin Primer.

"Accurate and well arranged."—*Athenæum*.

Notes on Greek and Latin Syntax. By C. BUCKLAND GREEN, M.A., Assistant-Master at the Edinburgh Academy, late Fellow of St. John's College, Oxon. Crown 8vo, 3s. 6d.

Notes and explanations on the chief difficulties of Greek and Latin Syntax, with numerous passages for exercises.

"Well arranged, clear, and extremely useful."—*School Guardian*.

WHITTAKER'S NEW SCHOOL BOOKS.

A SCHOOL GEOGRAPHY. By CHARLES BIRD, B.A., F.G.S., Headmaster of the Mathematical School, Rochester. Crown 8vo, cloth, 280 pp., 2s. 6d.

ELEMENTARY MATHEMATICS. Arithmetic, Geometry, Algebra, suitable for the Science and Art Examinations. By J. L. S. HATTON, M.A., Director of Studies, East London Technical College. [Shortly.]

FRENCH. Colloquial and Advanced. A Text-book for Students. Translated and adapted from the German of Professor Koschwitz. By P. SHAW-JEFFREY, M.A., Assistant-Master, Clifton College. [In the press.]

A NEW GRAMMATICAL FRENCH COURSE. By ALBERT BARRÈRE, Professor, R.M. Academy, Woolwich.

Vol. I. Parts I. and II., **Elementary.** 1s.

Vol. II. Part III., **Intermediate.** 2s.

"The rules are lucidity itself, and amply illustrated."—*Modern Language Quarterly*, June, 1898.

"M. Barrère a en effet banni ces règles compliquées qui charment le cœur du grammairien mais dégoûtent et rebutent l'élève, ces phrases qu'on ne trouve que dans les livres de thèmes et n'entend jamais ailleurs qu'en classe. Les deux volumes comprennent aussi des listes de mots à apprendre, des verbes conjugués en entier, et se terminent par un vocabulaire complet, qui en rend l'usage commode et pratique."—BERNARD MINSEN, *Agrégé de l'Université, Assistant French Master, Harrow School.*

"On the whole it is an excellent work, that is certain to be of the greatest value."—VICTOR SPIERS, M.A., *Officier de l'Instruction Publique, Professor of French at King's College, London.* May 17, 1898.

The above volumes form preliminary parts to Professor Barrère's "*Précis of Comparative French Grammar*," which is used in many of our large Public Schools.

PRÉCIS OF COMPARATIVE FRENCH GRAMMAR AND IDIOMS, AND GUIDE TO EXAMINATIONS. Fifth Edition, thoroughly Revised. Cloth, 3s. 6d.

(In use at many large Public Schools.)

RÉCITS MILITAIRES: with Biographical Introductions and English Notes. Third Edition, Revised. Cloth, 3s. (In use at Malvern College, Bedford Grammar School, &c.)

FRENCH COMPOSITION, Select Passages for. With Vocabulary. By ALBERT BARRÈRE, Officier de l'Instruction Publique, Professor, R.M.A., Woolwich, Examiner to the Intermediate Examination Board, Ireland; and LÉON SORNET, Officier d'Académie, French Master, King Edward's High School, Birmingham. Second Edition, Revised. Crown 8vo, 2s. 6d. (In use at Eton College.)

GERMAN FOR BEGINNERS. By L. HARCOURT. 2s. 6d. net.

"The best book at present available for English beginners."—*Modern Language Quarterly*, June, 1898.

OUTLINES OF PHYSICAL CHEMISTRY. By A. REYCHLER, Professeur à l'Université Libre de Bruxelles. Translated by J. MCCRAE, Ph.D., Demonstrator of Chemistry in the Yorkshire College, Leeds. [In the press.]

ORGANIC CHEMICAL MANIPULATION. By J. T. HEWITT, M.A., D.Sc., Ph.D., Professor of Chemistry in the East London Technical College. With 63 Illustrations. Crown 8vo, 7s. 6d. net.

"The work will be of great service to many teachers of practical chemistry."—*Engineer.*

AN ELEMENTARY COURSE OF PRACTICAL EXERCISES IN MAGNETISM AND ELECTRICITY. By J. R. ASHWORTH, B.Sc., F.Phys.Soc.; Lecturer in Physics, Rochdale Municipal Technical School. Crown 8vo, 2s. 6d. net.

THE SCHOOL CALENDAR. An Official Handbook of Examinations, Scholarships, and Exhibitions for 1898-9. Price 1s. net. Postage 3d.

"The book is full of information such as is often and much needed by teachers and guardians, and the arrangement of the matter is convenient."—*Athenæum.*

PROGRAMME OF TECHNOLOGICAL EXAMINATIONS OF THE CITY AND GUILDS OF LONDON INSTITUTE FOR 1898-9. 10d. net; post free, 1s. 3d.

LONDON: WHITTAKER & CO., PATERNOSTER SQUARE, E.C.

Charles Griffin & Co.'s List.

SECOND EDITION. NOW READY. In crown 8vo extra, handsome cloth, 16s.

GREEK ANTIQUITIES (A MANUAL OF).

For the use of Students and General Readers. By PERCY GARDNER, M.A., D.Litt., Professor of Classical Archaeology and Art in the University of Oxford; and F. B. JEVONS, M.A., Litt.D., Principal of Bishop Hatfield's Hall, in the University of Durham.

"A work which, although crammed full of information, is everywhere readable."—*Athenæum.*

"Fresh, thoughtful, and cleverly arranged."—*Academy.*

ROMAN ANTIQUITIES (A MANUAL OF).

By WILLIAM RAMSAY, M.A., late Professor of Humanity in the University of Glasgow. Revised and Edited by RODOLFO LANCIANI, D.C.L. Oxon., LL.D., &c., Professor of Classical Topography in the University of Rome. SIXTEENTH EDITION. 10s. 6d.

"The chief interest in the New Edition centres in the chapter on 'Roman Topography,' which has been entirely rewritten by Prof. Lanciani, the greatest living authority on this subject. . . . It is the best and handiest guide yet produced."—*Athenæum.*

CRAIK'S ENGLISH LITERATURE.

NEW EDITION. NOW READY.

In Two Vols. Royal 8vo, handsomely bound in cloth, 25s.

A COMPENDIOUS HISTORY OF ENGLISH LITERATURE AND OF THE ENGLISH LANGUAGE FROM THE NORMAN CONQUEST. With numerous Specimens. By GEORGE LILLIE CRAIK, LL.D., Late Professor of History and English Literature, Queen's College, Belfast.

"Professor Craik has succeeded in making a book more than usually agreeable."—*The Times.*

TENTH EDITION, Revised and Enlarged. Crown 8vo, cloth, 7s. 6d.

A MANUAL OF ENGLISH LITERATURE, for the use of Colleges, Schools, and Civil Service Examinations. Selected from the larger work, by DR. CRAIK. With an Additional Section on Recent Literature, by HENRY CRAIK, M.A., C.B., LL.D., Secretary to the Scotch Education Department, Author of "A Life of Swift."

"A Manual of English Literature from so experienced a scholar as Professor Craik needs no other recommendation than the mention of its existence."—*Spectator.*

A HISTORY OF ROMAN LITERATURE. By the Rev. C. T. CRUTTWELL, M.A., Hon. Canon of Peterborough Cathedral. From the Earliest Period to the Times of the Antonines. SIXTH EDITION. 8s. 6d.

"Full of good scholarship and good criticism."—*Athenæum.*

A HISTORY OF GREEK LITERATURE. From the Earliest Period to the Death of Demosthenes. By FRANK B. JEVONS, M.A., D.Litt., Principal of Bishop Hatfield's Hall, in the University of Durham. SECOND EDITION. Cloth, 8s. 6d.

"Beyond all question the best history of Greek literature hitherto published."—*Spectator.*

A LITERARY HISTORY OF EARLY CHRISTIANITY. By the Rev. C. T. CRUTTWELL, M.A., Hon. Canon of Peterborough Cathedral, formerly Fellow of Merton College, Oxford. In Two Vols., demy 8vo, handsome cloth, 21s.

"Mr. Cruttwell has accomplished his task with remarkable success. His history is eminently readable."—*Athenæum.*

PREHISTORIC HISTORIES OF THE ARYAN PEOPLES. A Manual of Comparative Philology and the Earliest Culture. By DR. O. SCHRADER. Translated from the Second German Edition by F. B. JEVONS, M.A. Large 8vo, handsome cloth, gilt top, 21s.

"It would be hard to find any book more to be recommended to the early student in philology and prehistoric archaeology."—*Classical Review.*

THE VOCABULARY OF PHILOSOPHY and Students' Book of Reference, on the Basis of Fleming's Vocabulary. By HENRY CALDERWOOD, LL.D., late Professor of Moral Philosophy in the University of Edinburgh. FIFTH EDITION. Cloth, 10s. 6d.

STANDARD ILLUSTRATED CLASSICS.

By ARCHIBALD HAMILTON BRYCE, D.C.L., LL.D., Senior Classical Moderator in the University of Dublin.

THE WORKS OF VIRGIL. Text from Heyne and Wagner. English Notes, original, and selected from the leading German and English Commentators. Illustrations from the Antique. Complete in One Volume. FOURTEENTH EDITION. Fcap. 8vo, cloth, 6s.

Or, in Three Parts { PART I. *Bucolics and Georgics.* 2s. 6d.
" II. *The Aeneid, Books I.-VI.* 2s. 6d.
" III. *The Aeneid, Books VII.-XII.* 2s. 6d.

"Contains the pith of what has been written by the best scholars on the subject. The notes comprise everything the student can want."—*Athenæum.*

By JOSEPH CURRIE, formerly Head Classical Master at Glasgow Academy.

THE WORKS OF HORACE. Text from Orellius. English Notes, original, and selected from the best Commentators. Illustrations from the Antique. Complete in One Volume. Fcap. 8vo, cloth, 5s.

Or, in Two Parts { PART I. *Carmina.* 3s.
" II. *Satires and Epistles.* 3s.

"The Notes are excellent and exhaustive."—*Quarterly Journal of Education.*

Complete Catalogues post free on application.

LONDON: CHARLES GRIFFIN & CO., LIMITED, EXETER STREET, STRAND.

LONDON UNIVERSITY EXAMINATIONS.

Special Subjects, 1899.

All texts are annotated and contain full Introductions. The Vocabularies are in order of the Text, and are preceded by two series of Test Papers.

MATRICULATION.

For January, 1899.

Ovid.—Metamorphoses XIII. INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.

Ovid.—Metamorphoses XIV. (Uniform with the above in price and arrangement of parts.)

Xenophon.—Anabasis, Book IV. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, 1s. 6d.

For June, 1899.

Cicero.—In Catilinam I. INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.

Cicero.—Pro Marcello. (Uniform with the above in price and arrangement of parts.)

Homer.—Iliad XXIV. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, 1s. 6d.

INTER. ARTS, 1899.

Livy.—Book IX. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. A TRANSLATION, 2s. THE THREE PARTS IN ONE VOL., 5s. 6d.

Vergil.—Aeneid, Book IX. 1s. 6d.

Vergil.—Aeneid, Book X. 1s. 6d.

Vergil.—Aeneid, Books IX. and X. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. 6d.

History of Rome, 390-202 B.C. With TEST QUESTIONS, 4s. 6d.

Synopsis of Roman History, 390-202 B.C. 1s. 6d.

Plato.—Laches. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. 6d. THE THREE PARTS IN ONE VOL., 5s. 6d.

Euripides.—Hippolytus. (Uniform with the above in price and arrangement of parts.)

History of Greece, 512-431 B.C. With TEST QUESTIONS, 4s. 6d.

Synopsis of Grecian History, Part I., to 495 B.C., and Part II., 495-404 B.C. With TEST QUESTIONS, 1s. each.

Shakespeare.—Coriolanus. 2s.

Milton.—Paradise Regained. 2s. 6d.

B.A., 1899.

Tacitus.—Histories, Book I. INTRODUCTION, TEXT, and NOTES, 3s. 6d. VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. A TRANSLATION, 1s. 6d. THE THREE PARTS IN ONE VOL., 5s. 6d.

Plautus.—Captivi. A TRANSLATION, with TEST PAPERS. 2s. 6d.

Demosthenes.—Meidias. TEXT and NOTES. 5s.

Demosthenes.—Meidias. A TRANSLATION, with TEST PAPERS. 3s. 6d.

Demosthenes.—Androton. TEXT and NOTES. 4s. 6d.

Demosthenes.—Androton. A TRANSLATION, with TEST PAPERS. 1s. 6d.

Sophocles.—Oedipus Coloneus. A TRANSLATION, with TEST PAPERS. 2s. 6d.

Addison.—Essays on Paradise Lost, Notes on. 2s.

Langland.—Piers Plowman. Prologue and Passus I.-VII. Text B. (as described). 4s. 6d.

History of English Literature, 1660-1798. (*Being Vol. III. of the Intermediate Text-Book of English Literature.*) 3s. 6d.

LONDON: W. B. CLIVE,
UNIVERSITY CORRESPONDENCE COLLEGE PRESS.
WAREHOUSE: 13 BOOKSELLERS ROW, STRAND, W.C.

THE JOURNAL OF EDUCATION.

A MONTHLY RECORD AND REVIEW.

SCALE FOR ADVERTISEMENTS.

PUBLISHERS' ANNOUNCEMENTS—						£.	s.	d.
Whole Page	...	...	...	...	...	5	10	0
Half Page	...	...	...	...	...	3	0	0
Quarter Page	...	...	...	...	...	1	15	0
Per Inch in Column	...	...	...	...	...	0	8	0

PREPAID RATES FOR SCHOOL ANNOUNCEMENTS—

Scholarships, Official Notices, &c.—6d. per line; minimum charge, 5s.
Situations Vacant and Engagements Wanted.—30 words for 2s.; each 10 words after, 6d.
Lectures, Classes, Non-Resident Engagements, &c.—48 words for 3s.; each 8 words after, 6d.

An extra fee of ONE SHILLING is charged on advertisements with OFFICE ADDRESS. Date of publication of next issue will be found at top left-hand corner of front page. [Advertisers are reminded that "Letters addressed to INITIALS or to FICTITIOUS NAMES at Post Offices are not taken in, but are sent at once to the Returned Letter Office."] All Letters respecting Advertisements and Subscriptions should be addressed—"THE PUBLISHER," JOURNAL OF EDUCATION OFFICE, 3 BROADWAY, LUDGATE HILL, E.C. Money and Postal Orders, on the Post Office, Ludgate Circus, E.C., should be made payable to WILLIAM RICE; Orders and Cheques may be crossed, "City Bank, Ludgate Branch." Postage Stamps can only be received at the rate of thirteen to the shilling.

If a receipt is required for an advertisement under 10s., a postcard or a stamped envelope must be enclosed. Notice must be given of all remittances through the Post Office from abroad, stating full name and address of the sender; and all Foreign Money Orders should be "crossed."

American subscribers may conveniently remit through Mr. C. W. BARDEEN, 406 South Franklin Street, Syracuse, New York; or Messrs. E. L. KELLOGG & Co., 16 East 9th Street, New York.

LONDON: WILLIAM RICE, 3 BROADWAY, LUDGATE HILL, E.C.

THE GENESIS OF GEOMETRY IN THE RACE, AND THE EDUCATION OF THE INDIVIDUAL.

By BENCHARA BRANFORD.

MANY years have passed since Herbert Spencer, in his work on "Education," made vigorous application of the doctrine—previously formulated by Condillac, Comte, and possibly others; foreshadowed dimly, too, by Plato—that "the education of the child must accord, both in mode and arrangement, with the education of mankind, considered historically. In other words, the genesis of knowledge in the individual must follow the same course as the genesis of knowledge in the race." As regards the form in which this doctrine is stated, no great acumen is needed to see that, in the use of the word "must," there appears to be a confusion between the possibility or advisability of the parallelism and its necessity: the doctrine, as thus enunciated, clearly cannot rank as a principle; its *role* is rather suggestive. How far the education of the child necessarily follows that of the race, and to what degree, assuming a tendency to the parallelism, it is advisable to modify, or even to counteract, such a tendency, these are questions suggested, but not answered, by the formula. So far as I am aware, few serious attempts have been made to indicate, with any precision, the germs of truth concealed in the doctrine when liberally interpreted. Turning for guidance to biological science, we find a precisely similar doctrine applied to the physiological aspect of man; but here we are carefully cautioned to interpret the theory very widely. Thus we are told that an organism may take "short-cuts" in its development along ancestral lines; the suggestiveness of this to educational science is obvious. Fenced in with provisos of this kind, the theory appears to be firmly established from a biological standpoint. But the moment we take it from its real birthplace—biology—and inquire as to its application to the mental evolution of the child and of the race, we are at once confronted by our extreme ignorance of facts by which to test its validity. What do we know of the human embryo, of ancestral life, *qua* mental? There appear but the merest shreds of knowledge concerning either party between which a parallelism is to be established. Nor does our ignorance stop even here. What scientific knowledge have we of the mental development even of the infant, and to what scene in the evolutionary mental drama of ancestral life does infant life correspond? The mere statement of such questions suffices to show that no application to infant education, and still less to the education of the embryo

(I use the term "education" as implying any deliberate attempt to influence the growth of an organism), can at present be made of any such doctrine of parallelism of mental development between child and race, even were such a doctrine known independently to be true.

But, although observation and experiment have, as yet, supplied altogether insufficient data for trustworthy induction regarding so early a period of the human life, valuable conclusions may, I believe, be drawn respecting mental development during later years, which, while in no wise based on the validity of the parallelism in question, have been inspired by this analogy, and themselves in turn contribute independent support to its truth, while simultaneously indicating certain limitations to which it is subject. My inquiries have been directed to the bearings upon the education of the individual *qua* mathematical, of the genesis of geometrical science by the race. My aim is to exhibit a parallelism between the actual mode of evolution of geometrical knowledge in the race, from the earliest times at which we have authentic historical information, and that by which the school youth can most readily and efficiently assimilate this experience. It is to be specially remarked that I make no attempts to prove—what, indeed, I hold to be obviously incapable of proof—the existence of a necessary parallelism between the racial and the individual development of geometrical knowledge. Nor am I here concerned with the very interesting question of the almost automatic genesis of space-perceptions in the first years of infancy. What I hope to do is something quite different, viz., to show that, for educational purposes, the most effective presentation of geometry to youth, both as regards matter and spirit, is that which, in main outlines, follows the order of the historical evolution of the science.

A brief outline is desirable of the order in which I propose to deal with the inquiry. First, I epitomize (with such fullness of detail as I deem necessary for the avoidance of possible misunderstanding in the use of philosophical terms) the history of geometry from its existence as an empirical art amongst the Egyptians to its final development as a science by the Greeks, with definitions, axioms, theorems, and all the logical paraphernalia incident to a perfect science. The first part of the inquiry will be dealt with from two points of view—the order of development of the *matter* of geometrical knowledge, and, of equal importance, the *spirit* in which, at each stage, it was cultivated. In conclusion, I briefly appeal to modern educational experience to establish the doctrine I advocated above.

The earliest authentic knowledge we have of the state of geometrical knowledge before the Greeks applied their subtle intellects to its advancement is obtained from an ancient Egyptian papyrus, known as the Rhind Collection, in the British Museum, which has been deciphered only within the present generation. The date of this MS. has been variously estimated from 1700 to 1100 B.C. It is thought to be an epitome of all the mathematical knowledge at that time possessed by the Egyptians, in the persons of their priests. What kind of knowledge was this? Simply a set of *empirically discovered rules*.

It is necessary in these inquiries, where a clear mutual understanding of terms is of the first importance, to be quite definite, a result only to be obtained by a sufficiency of detail. What, then, precisely do I mean here by the phrase "empirically discovered rules"? Suppose we have a rectangular surface before us—a room, a field, a figure on the blackboard—and I wish to know the magnitude of its surface.

There are but two ways of procedure—for our present purpose—and these differ *in toto*. I propose to consider one of them.

It is clear we must have a certain surface (called a unit) with whose magnitude we are familiar—itsself also rectangular. I now take this unit and find, by actual trial, how many times I can lay it down on the given rectangular surface, each time in a quite new position, before I have used up all the space included within the boundary. Then, neglecting certain obvious considerations foreign to the purposes of the illustration, if it appears that the original surface does not contain the measuring unit an exact number of times, I may either neglect the piece over as inconsiderable, or I may select another and smaller unit with which to again make a similar series of measurements. Thus, by repeated use of smaller and smaller units, I at length arrive at one whose magnitude is so small that I cannot well make use of a smaller. There now appears

to me to be no piece at all neglected. I call the measurement exact. But is it so? Certainly not; it is now correct to say, not that I have measured exactly, but that I have reached the limit of my measuring powers. The exactness is only relative, for I have merely to employ an individual with keener eyesight and more delicately manipulative capacity to obtain what *he* would doubtless, in his turn, call an exact measurement; and yet, though certainly more exact than mine, it is still clearly only a relative exactness. A little reflection, indeed, will convince one that there is no end to such an inquiry: no surface, concrete and actual, admits of absolutely exact measurement. Why not? Because, amongst other equally important reasons, we cannot define, with absolute precision, what we mean even by the *boundary* of such a surface. The very attempt lands us in a discussion of the subtlest problems of philosophy. Every succeeding generation of scientists, with deeper knowledge and better instruments, would improve on the measurement of its predecessors. From this aspect civilization appears as a function of the place of the decimal point. There is no finality.

Such measurements, then, as above described let us call experimental or empirical. Now observe that the measurement obtained with so much trouble applies only to this particular rectangular surface; *it gives no information about other rectangular surfaces*. Further, let us suppose that repeated measurements, by this very obvious method, of all sorts of rectangular areas, have been thus experimentally made, and the results tabulated. In addition, let the measurements of the *sides* of these rectangles be obtained in similar direct manner (by use of units of length)—whatever may be the purpose of such—and let these results chance to be tabulated alongside the others. [We presume total ignorance of geometrical science on the part of our practical geometricians.] Finally, let us imagine some observant individual amongst them discovering, either by chance or with intentional quest, that, if he multiplies together the numbers giving the measures of the sides, he obtains, in all the cases observed, numbers very close to those measuring the areas. [It is, perhaps, interesting to observe that the discovery of such relations would appear to be almost impossible for races whose means of computation were meagre, unless the unit of length chanced to be (as above) related in some extremely obvious way to the unit of area, as, for instance, being the side of the square which is the unit of area.] This parenthesis serves to illustrate the significance of the part played by chance in the discovery of important facts, such as, doubtless, the above would be, in the history of a nation's mental development. It also serves to indicate the kind of stimulus that an appropriate study of empirical geometry should give to the *inventive* faculty of the child. Here, indeed, at once, we perceive a valuable educational parallelism such as we previously contemplated. We have, then, supposed the discovery of a certain relation, or law, between sides and area. The larger the number of cases tested, the stronger would be the belief in the universal applicability of the relation. But, however many be the tests, the law is still only an empirical statement; the two groups of numbers spoken of—the numbers giving respectively the area and the product of the sides—will never exhibit more than an approximate correspondence; the equality cannot, from the nature of the case, be absolutely exact. However valuable in future use the discovery may be, it is not a logically proved geometrical theorem, but a wide empirical induction. It ranks as a fact of experimental geometry, but forms no part of a scientific geometry. The relation might be discovered—and, indeed, appears to have been discovered—by one unversed in such abstractions as straight line, axiom, theorem, &c.

By way of sharp contrast, let the same problem of measuring a certain rectangular surface be now proposed to a man who grasps the spirit of a scientific geometry. He is aware that, from certain arbitrarily formed definitions (of straight lines, parallels, &c.)—which, observe, are creations of the intellect worked up from sense-data, mere conceptions of the understanding—he can deductively prove from the definition of the abstract geometrical figure, termed a rectangle, that its area can be got by multiplying together the numbers measuring the lengths of its sides, provided they have a common measure, while, if they have not a common measure, a product can be obtained giving the result to any degree of precision required. Observe that incommensurability is not a property of objectively existent lines; it can logically be proved of, and therefore applied to, only ideal geometrical creations. Hence the glory

of the Pythagorean school of mathematics—the creation of the theory of incommensurable magnitudes.

So far all is pure theory; the corresponding geometrical figures exist only in the imagination, as ideas of the man's mind; they are simply conceptions. In applying these to concrete, visible surfaces, our geometrician foresees that the so-called sides of the objectively existent rectangle he wishes to measure cannot possibly be more than rough approximations to his ideally defined straight lines (*e.g.*, they must have breadth, or he could not see them); that the surface of the rectangle, that the angles, &c., are but rough copies of his geometrical plane surface, right angles, &c. But, although this is so, such facts simply serve to exhibit the excellence of his ideal geometry for purposes of application to the concrete; since, however closely approaching straightness lines may be actually drawn, and however nearly plane surfaces may be actually made on matter, the geometrical theorems, being based on lines defined by man's own creative thought as perfectly straight and on plane surfaces that are similarly defined as perfectly plane, &c., are thereby efficient to cope with any kind of physical measurement, however precise it may become. Indeed, the absolute precision of geometrical science ever offers an ideal towards which actual physical measurement may strive, but which it can, obviously, never reach, though ever approaching nearer. In this aspect geometry has analogy with moral law, which has neither greater nor less cogency and application to human life than geometrical theorems to the material world. In the language of the mathematician, physical measurement and geometrical are mutually asymptotic.

This distinction, which is of importance for our purpose, and frequently misapprehended, may become still clearer if we reflect what could have been the progress of physical science—in which advance appears, from one aspect, to lie ultimately in the possibility of measuring to extra decimal places (note the discovery of argon)—had geometry remained empirical. Imagine a stone geometry, in which deductions are made in terms of such points, lines, and surfaces as can be obtained on stone, with the aid of stone. How could such a geometry cope with the niceties of measurements flowing from the use of steel instruments on steel surfaces? Clearly we should need to reconstruct and refine our geometry incessantly, as instruments become more precise and muscles more adaptable. Stone geometry would succeed wooden, steel geometry stone, and soon we might be floundering in the difficulties of a celluloid geometry.

All this may appear trivial, but, in view of notorious historical misapprehension of the basis of scientific geometry, the grotesque misapplication of Euclid to elementary education, and the vagueness evinced by even well-educated people concerning the nature of geometrical truth, I believe such illustrations have their use. Moreover, it is high time that teachers turned their attention to the history and philosophy of the subject they teach.

To return to the measurement of the rectangular surface, our scientific geometrician has, we suppose, logically deduced from his conceptions of straight lines and rectangles a formula for obtaining the area of any rectangle whatsoever—*i.e.*, a rectangle in his ideal sense of the word. Then, with the utmost precision of which he is capable, he measures the lengths of two adjacent sides of the given material rectangular surface, and, according to his formula, multiplies together these numbers, thus obtaining, in units of area, the magnitude of the given rectangle. As far as his measuring precision is reliable, so far can he trust his result; the applicability and validity of his abstract formula he never dreams of questioning—and rightly.

Observe the difference between the two methods of procedure. In the first (the practical geometrician's method), we start with direct, particular sense-perception and experiment, and end with a wide empirical induction, based on repeated rough measurements; in the other, the process starts with a general scientific conception (formula based on rigorous reasoning from definitions, &c.), and we end in getting, through its aid, a particular experimental result. One process leads to an experimental or empirical geometry; the other proceeds from a scientific geometry. One deals with particular facts; the other with general theorems.

I have stated above that the earliest documents—the Egyptian Rhind Papyrus—respecting the geometrical knowledge of the ancients consist of the statement of the results of particular measurements, or at most of empirically discovered rules. “The

papyrus contains,” says Allman (“Greek Geometry from Thales to Euclid”) “a complete applied mathematics, in which the measurement of figures and solids plays the principal part; there are no theorems properly so called; everything is stated in the form of problems, not in general terms, but in distinct numbers—*e.g.*, to measure a rectangle the sides of which contain two and ten units of length; to find the surface of a circular area whose diameter is six units; to mark out in a field a right-angled triangle whose sides measure ten and four units. . . . We find also in it indications for the measurements of solids, particularly of pyramids, whole and truncated. It appears from the above that the Egyptians had made great progress in practical geometry.” As witnessing to the very empirical state of geometry as it existed among the Jews, Babylonians, &c., it is to be noted that they appear to have thought that the circumference of a circle is just three times the length of its diameter. Thus we read that Hiram made for Solomon “a molten sea, ten cubits from the one brim to the other; it was round all about . . . and a line of thirty cubits did compass it round about.” (1 Kings, vii. 23.) Even this may be too much to attribute to them; there is always a danger of reading into statements of this kind more than was originally intended, a danger due to our own vast modern mastery of the science. Possibly Solomon's architect simply found by measurement that the circumference of this particular circle measured in length three times its diameter, without being aware of the general empirical truth that the circumference of every concretely drawn circle bears a fairly fixed ratio to its diameter, much less of the scientific theorem that for all abstractly defined circles this ratio is absolutely fixed (and incommensurable). Incidentally here remark that, unless the idea of a possible numerical dependence of circumference on diameter (or *vice versa*)—the notion, in fact, of a mathematical function—already exists or is suggested by analogy from other experience, there is nothing to urge the mind towards a search for the precise measure of this dependence. Here, as elsewhere, we see only what we look for, over and above that which is obvious to all. Now, this idea that, in some definite way, the two lengths are numerically related appears to have been born with difficulty. Nor, indeed, is the notion of a mutual numerical dependence common even among modern well-educated people. Many are those who know, and can mechanically apply, the fact that 1,728 cubic inches make one cubic foot, and yet are unaware what dependence this large number has on the fact that twelve inches make one foot. A specific education fails in its due effect in such cases as these, where the bare particular fact is remembered by rote, while the valuable part of the matter (here, the idea of a function) is never assimilated. Such fundamental defects largely characterize elementary education. Egyptian geometry, then, the predecessor of Greek geometrical science, appears to have been practical, approximate, inductive, not scientific, deductive, exact; in one word, it was *empirical*.

I pass on to Greek geometry. Dr. Allman (in the work above cited) has indicated the precise relation in which Greek geometers stood to their Egyptian predecessors, a relation which appears to have been often misunderstood. It is probable that the influence of J. S. Mill's fallacious treatment of mathematical ideas in his great work on “Logic” is answerable for many of the fallacies and mistakes perpetrated by modern mathematicians in connexion with the philosophical basis of their science; especially is this so in the case of geometry. His constant confusion between *conceptual* thought, which deliberately frames definitions as a basis of deductive reasoning, and *perception*, which is of external objects; between conceiving, as the result of self-consistent thought, and the quite different conceiving that we call visual imagination; between the possible in concrete experience and the possible in thought, all lead to the most startling paradoxes. If Kant's famous dictum that “the understanding makes nature” overstates the truth, as is now generally, I believe, admitted, yet it implies a true aspect of the relation between mind and nature that Mill appears to me to have here entirely overlooked. If the Kantian idealists are wrong in stating that the idea of space is antecedent to the experience of the senses, and that geometrical axioms are pure creations of the intellect, Mill and the empirical school have but gone to the other extreme of error in attempting to derive these axioms from purely sensuous experience by processes of induction, thus transforming geometry into an empirical science. Stallo (“Concepts of Modern Physics”) has clearly stated what appear to be the truer bearings of the case: “All the geometrical

axioms which serve as starting points of deduction contain two elements—an element of intuition (as part of sensation); and an element of arbitrary intellectual determination, which is called *definition*. The facts of extension and its limits—surfaces, lines, and points—are given in intuition; without sensible experience we should not know anything about geometrical solids, surfaces, lines, and points; but *nothing is deducible from the existence of these elements, or our intuition of them, until they are defined*.” “Every axiom which is geometrically futile involves a definition.”

To the same purpose speaks Poincaré: “If geometry were an experimental science, it would not be an exact science—it would be liable to a continual revision. . . . *Geometrical axioms are neither synthetic a priori conclusions nor experimental facts*. They are *conventions*; our choice, amongst all possible conventions, is *guided* by experimental facts; but it remains *free*, and is only limited by the necessity of avoiding all contradiction. It is thus that the postulates can remain rigorously true, even when the experimental laws that have determined their adoption are only approximate. In other words, *axioms of geometry* (I do not speak of those of arithmetic) are only definitions in disguise.”

Had Mill been acquainted with modern researches on what has been termed “transcendental geometry” (due to the labours of Lobatschewsky, Bolyai, Riemann, Helmholtz, and others), doubtless his position would have been radically modified. Possibly even a familiarity with the comparatively simple idea of incommensurable magnitudes would have stood him in good stead. I lay stress on these matters as they are so helpful to gaining clear insight into the true educational function of geometry. The mixed basis of geometry—partly sense-data, partly creative thought—clearly indicates use for and training of both *hand* and *thought* in geometrical education. Philosophy has long been dissociated from the teaching of mathematics, to the great detriment, I am convinced, of the latter. Education is sure to suffer in the hands of a teacher who is not familiar with the philosophy of his subject. This brief epitome is by no means inserted to inform—philosophy cannot thus be digested in compressed tabloids—but simply to draw attention to the expediency of inspiring a love of philosophical thought in the minds of teachers. The philosophic mind is specially needed in these days of educational maxims, when the teacher is on one side advised to apply the valuable maxim: “Learn by doing”; on another side, to rely on the equally valuable maxim: “Do by learning.” Only the teacher with philosophic breadth of view can reconcile these two half-truths into an applicable unity of method, wherein, if doing is precedent to learning at one moment, in the next as assuredly is learning precedent to doing, education being the deliberate attempt to methodize an incessant action and reaction between these two.

A clearer understanding of the basis of geometry prepares us to appreciate the advance in geometrical knowledge due to Greek intellect. “The first name,” says Allman, “which meets us in the history of Greek mathematics is that of Thales of Miletus (640-546 B.C.). . . . Thales himself was engaged in trade, is said to have resided in Egypt, and, on his return to Miletus in his old age, to have brought with him from that country the knowledge of geometry and astronomy. To the knowledge thus introduced he added the capital creation of the geometry of lines, which was essentially abstract in its character. The only geometry known to the Egyptian priests was that of surfaces, together with a sketch of that of solids . . . obtained empirically; Thales, on the other hand, introduced *abstract* geometry, the object of which is to establish precise *relations* between the different parts of a figure, so that some of them could be found by means of others in a manner strictly rigorous. This was a phenomenon quite new in the world, and due, in fact, to the abstract spirit of the Greeks.”

“In connexion with the new impulse given to geometry, there arose with Thales, moreover, scientific astronomy, also an abstract science, and undoubtedly a Greek creation. The astronomy of the Greeks differs from that of the Orientals in this respect—that the astronomy of the latter, which is altogether concrete and empirical, consisted merely in determining the duration of some periods, or in indicating, by means of a mechanical process, the motion of the sun and planets; whilst the astronomy of the Greeks aimed at the discovery of the geometric laws of the motions of the heavenly bodies.” Thales “measured the Pyramids, making an observation on our shadows when they are of the same length as ourselves, and applying it to

the Pyramids. . . . Thales measured the distance of vessels from the shore by a geometric process.” Note these applications to the concrete. Again, we are told by the historian Eudemus that he attempted “some things in a more abstract manner, and some in a more intuitional or sensible manner.” Thus it is clear he would continue to employ empirical measurements to obtain approximate results, which, by the creation of definitions and the use of axioms, he would gradually replace by strictly scientific theorems. Allman attributes to Thales the discovery of the two theorems—(a) The sum of the three angles of a triangle is equal to two right angles; (b) The sides of equiangular triangles are proportional. (Hence the basis of the theory of *similar* figures.) Thus, from a philosophic point of view, says Allman, “we see in these two theorems of Thales the first type of a *natural law*—i.e., the expression of a fixed dependence between different quantities, or, in another form, the disentanglement of constancy in the midst of variety—has decisively risen”; whilst, from a practical point of view, “Thales furnished the first example of an application of theoretical geometry to practice, and laid the foundation of an important branch of the same—the measurement of heights and distances.” After Thales comes the contribution of the Pythagorean school. “Pythagoras changed geometry into the form of a liberal science, regarding its principles in a purely abstract manner, and investigated his theorems from the immaterial and intellectual point of view.” He was the first person who introduced measures and weights among the Greeks. The geometry of areas plays an important part in the work of this school (e.g., Euclid I. 47), thus exhibiting the mode of evolution from its Egyptian empirical source. Again, “the Pythagoreans first severed geometry from the needs of practical life, and treated it as a liberal science, giving definitions, and introducing the manner of proof which has ever since been in use.” Let us carefully remember that “one chief characteristic of the mathematical work of Pythagoras was the combination of arithmetic with geometry,” culminating in the theory of proportion. “In this respect he is fully comparable to Descartes, to whom we owe the decisive combination of algebra with geometry.” Allman says of this unifying aspect of his work: “We are plainly in presence of not merely a great mathematician, but of a great philosopher. It has ever been so; the greatest steps in the development of mathematics have been made by philosophers.”

Of equal importance with the question of the historical order of development of the *matter* of geometrical knowledge is a consideration of the attitude of mind of the ancients towards the subject, the spirit in which at different times they cultivated geometry, as art or science or both. First we find the Egyptians employing a crude empirical geometry for architecture and land-surveying, rendered necessary by the obliteration of landmarks caused by Nile floods. These approximate rules of thumb come to the knowledge of a people of higher intellectual calibre—the Greeks. Hence there gradually emerges the vague conception of the possibility of a *science* of geometry, in which clear, abstract definitions shall refine on mere sense-perceptions, axioms peculiar to geometry combine with axioms at the base of all reasoning, and thereby the empirical laws be absorbed once for all in rigorously deduced abstract theorems. Of course the emergence of all this was very gradual; *there was incessant action and reaction between the concrete and the abstract* (a fact of fundamental importance for education, remark). At length we reach a time when geometrical knowledge has assumed a perfectly abstract form, become evolved into a science; we find it now in the hands of professional philosophers, who follow and value the study of it partly as an intellectual discipline, and partly out of scientific curiosity, but with no other motive. Plato (himself a student of geometry, though apparently not a specialist therein) appears simply to express a feeling common in his time when he denounces the application of scientific geometry to “vulgar handicraft” as demeaning to the science; and we all know the motto written over the entrance to his Academy: “Let none ignorant of geometry enter my door.” To Plato and his attitude I shall presently return.

This divorce of geometrical science from the needs of common life must not be misinterpreted as a sundering of the abstract from the concrete; bearing in mind the presumed educational application of this epitome of the history of geometry, I lay great stress on the fact that “side by side with the development of abstract geometry by the Greeks, the *practical*

art of geometrical drawing, which they derived originally from the Egyptians, continued to be in use." The true significance of this must not be overlooked.

The ideal of Greek geometry may fairly be described as *construction, under self-imposed definite limitations*. For example, as regards problems in a plane, from the abstract side of thought the attempt was made to solve all such by ultimate reference to the concepts, straight line and circle; from the concrete standpoint, all constructions were to be reduced to use of ruler and compasses only (the respective concrete embodiments of the ideal straight line and circle). In the former aspect geometry was entirely independent of mechanics, but in the latter dependent on it; but not for long can the two be separated without gravest danger to arrestment of the one as art and of the other as science. Plato himself, not dreaming apparently of the possibility of the immense stimulus geometry was in future ages to receive from the needs of the mechanical art, advocated warmly the educational claims of geometry on its purely abstract side, condemning, in his prejudice, its alliance with the concrete. Despite, however, Plato's great influence, Greek geometers, wisely trusting their genius, constantly overstepped those limits which Plato and others would have imposed: we find them making experiments, constructing curves as loci of points got with ruler and compasses; and, finally, when the continuous description of certain curves demanded for the solution of problems—e.g., the trisection of an angle—was seen to be impossible without an infinity of single points (out of the reach, consequently, of ruler and compass), we find them inventing and using mechanical instruments and methods for the continuous description of these curves, precisely as a pair of compasses draws concretely a continuous circle.

In these tendencies, not to be suppressed, we recognize an affinity to the genius of Newton—"At aequatio non est," he says, "sed descriptio quae curvam geometricam efficit," and, in modern times, to Cayley's fondness for geometrical drawing and for the modelling of surfaces, and to Sylvester's interest in linkages. The condemnation of Plato's view and the admission of mechanical ideas to the sacred realm of mathematical science become decisive and final when we reach Lagrange, who expressly included mechanics (the concept now, of course, being infinitely wider-embracing) as a branch of pure mathematics.

Plutarch tells us that the strictures of Plato had, at least, the unfortunate effect of retarding for long the development of mechanics. A precisely similar error we ourselves make in the mathematical education of our scholars. This remark suggests considerations that I cannot here develop.

Finally, we reach the foundation of the Alexandrian school of science (about 300 B.C.), where we first find in existence the full-blown professional mathematician, no longer a philosopher in the Greek sense of the word, but pursuing the science, not for culture, but for its own sake.

Of these professional mathematicians, the first, and one of the most eminent, was Euclid, who systematized on philosophic basis (with substantial additions of his own) the geometrical knowledge slowly evolved during preceding centuries in his famous "Elements"—a text-book for students of philosophy and science in the then newly founded University of Alexandria, but no fit "meat for babes and sucklings." To educationists it is of the first importance to understand that this highly ambiguous word "Elements" in the title (Euclid's "Elements of Geometry") refers not to the rudimentary psychologic elements in the genesis of the *child's* empirical knowledge of the world around as geometrical, but to the *logical* elements that emerged finally, after centuries of effort, in *mature* minds as the ultimate outcome of a long line of philosophic abstractions (definitions, axioms, theorems, &c.) whereby geometry was fashioned into a perfect science. To clearly understand this is to perceive the monstrous inversion of natural order exhibited by the present traditional method of presenting geometry to schoolboys in the guise of Euclid. It is a continual attempt to balance a cone on its apex!

To any one who has searchingly examined the method of mathematical education obtaining in this country, and is aware of its grave defects, the application of the above historical epitome, under the inspiration of the dominant idea of this essay (the parallelism between the education of the race and of the individual), should now be obvious.

However, to evoke greater interest and inquiry, I add a few detailed suggestions. Waiving the vexed question as to the mode of genesis of space-perception in infancy, we come to an age, varying in different children, when under appropriate stimulation, by leading questions concerning objects presented to the senses, the child becomes capable of voluntarily directing its attention to a consideration of the *form* of such objects, to the exclusion of other properties (colour, &c.). Its stock of space-perceptions (acquired partly by painful, and partly by pleasurable, struggle with its environment) now gradually becomes transmuted, by external stimulus to its own self-activity, into a *descriptive* knowledge of form, a knowledge in which perceptions fuse together into conceptions by being attached to a descriptive name, so fertilizing is a *union* of language with objective embodiments of form—either useless without the other—in rendering clearer, more true and precise, the early intuitions of the child. Here, as throughout education, the teacher needs faith and tact.

While great care must be taken to avoid over-preciseness in the use of terms, thereby incurring the danger of supplying the word without *any* idea, equally harmful is the other extreme, where it is imagined that the mere examination of an object, without attention to the wonderful function of descriptive language, suffices to stimulate the creative activity of the child. The present evil is premature over-elaboration and refinement of the abstract in the formation of knowledge. A recoil from this is apt to land us in the other extreme of clogging the growth of freedom of thought, either by confusing the ideas with the very wealth of the objects to be apprehended, or by failing to create the final perfect emancipation of the ideas from the particular concrete embodiments from which in the first instance they sprang. This latter extreme in education entails inability, in subsequent years of life, to make effective use of the narrow and particular for the emergence of the comprehensive and general. The aim throughout the mathematical education is the *mastery* of form by sight and hand and thought. It is neither the purely abstract thinker nor the voiceless intuition of the savage we strive to produce, but the consciously disciplined artist, at once thinker and doer.

Gradually the child gains a store of geometrical knowledge that is clear, conscious, rational, and definite *in comparison with* the mental results of his previous experience, but vague, empirical, and indefinite relatively to the mastery we desire him ultimately to obtain. By appropriate stimulus the child will now be incited to a desire for more exact processes, for fuller, clearer knowledge. The idea of *measurement* waxes in importance; simple instruments are made by the child himself—many and fertile will be the ideas thereby originated—and lengths, surfaces, and volumes yield numerical results under the potent influence of simple arithmetical ideas. Tables of such results (no measurements should be wasted; all should contribute to final results), scanned with lively attention, give rise to new demands on arithmetic; general rules for measurements emerge, with a hint or two from the teacher what to look for, and thenceforward the joy of discovery becomes the most effective of educational agents. Geometrical knowledge and skill in simple arithmetical computations grow *pari passu*; this mutual co-operation and assimilation of the two studies is of the highest importance. At present it is entirely neglected; so that from all sides we find teachers of physics, chemistry, &c., complaining of the utter inability of pupils to *apply* arithmetic. Observe, throughout these final brief remarks, the historical parallel. Let not the teacher fear to introduce ideas that, probably, in his own education, were the last of a long line of tedious symbols and abstractions extending over years, ideas which lie at the very roots of scientific thought. Thus, in the detailed measurements of triangles of varied form, attention will be drawn to the amount of change produced in the lengths of the sides by certain changes of a definite amount in an angle, one side being fixed, and, say, one angle a right angle (an empirical right angle, at present). Here we have the germs of trigonometry without symbolism. Thus is introduced the idea of a variable magnitude, and of mutual dependence; indeed, as Herbart ("The A B C of Sense-Perception," 1803) well remarks, all magnitudes should, from the very start, be so taught as to be constantly considered *fluxional*; it is, perhaps, the gravest defect of present methods that the ideas grow fossilized and the imagination fails to expand, encountering no external stimulus sufficiently powerful to evoke its finest

activities. Rough measurements of the rapidity with which areas and volumes grow by adding to their linear dimensions prepare for the future easy apprehension of a differential coefficient. Plane surfaces rolled into cylinders and cones and other shapes give access to the idea of a ruled surface; such are the surfaces the pupil's pencil is constantly describing in space, as it is handled. And so on. The pith of the matter is thus eloquently described by Herbart, the great German educationist:—"The A B C of sense-perception," he writes (Eckoff's English translation, page 181),

is only the prologue to mathematics, and is really mathematics which, by guiding, inciting, moving, and satisfying the speculative interest, should appear under the form of a work of art. But even this little prologue should constitute its preparations towards the result. Let it be clear even by itself; let it be well grounded; let it appeal to the senses; above all, however, *let it point from the small to the great.* It should make felt everywhere the presence of the great science (of mathematics). It ought sometimes to bestow a little gift in its name. By the invisible hand of the great science let it cause a knot to be loosened now and then, or a fault to be rectified. Again, by the omniscience of mathematics, let faults be brought to light, so as to compel their confession by the drawings, the instruments, and the imperfectness of computations. Carelessness and misapprehension especially must not be allowed the slightest hope of slipping through unreprieved.

Noteworthy, as historical parallel, is the attempt of the Greek geometers to square the circle; they attempted to exhaust the circle by means of inscribed and circumscribed polygons with a continually increasing number of sides; here we find the germs of the infinitesimal calculus, crude and empirical at first, subsequently developing into a rigorous deductive process (the method of exhaustion), and, finally, after centuries of laborious thought, perfected by the labours of Newton, Leibnitz, and others. Very obvious is the bearing of this on education.

So far, in the pupil's education, we have assumed that all has been approximate, empirical. That the area of a concrete triangle is practically half the base into the height is, as yet, simply a wide induction. Nevertheless, but little additional stimulus is needed to rapidly convert such empirical facts into scientific theorems; when attention is drawn to the fact that no lines actually visible can be drawn without breadth, and that greater precision is attainable in our measurements the better our instruments and the finer-drawn our figures, the mind is fit for the discovery of definitions and scientific theorems—such as are presented in Euclid. Here, again, lies danger of an extreme. Assuredly it is a fundamental error, in school education, even when the ideas of definitions and theorems have grown familiar, to have that complete divorce between the concrete and abstract which now almost universally prevails. While in no whit deviating from a strictly rigorous use of certain terms and syllogistically stated proofs of certain theorems, a philosophical teacher will continuously make effective use of the fact that, at every stage of scientific mastery by the pupil, there looms certain material of knowledge which can best be first assimilated *empirically*, and should only gradually be subjected to the stricter demands of exact, abstract reasoning.

Turning to history, we find that never without detriment to pure science has the abstract been long divorced from the concrete. Modern educational experience amply exhibits the pernicious effects where teaching is restricted to the purely abstract. It is not long ago since Euclid was *memorized by rote!* The fact that all measurement of nature is necessarily approximate, never exact, is a truth that appears to have been almost completely ignored in mathematical education, fundamentally relevant to the matter as the truth obviously stands. Approximations, concrete applications of pure theory, should occupy throughout the educational curriculum a fundamental place. It is clearly possible to present such practical problems that the very effort to attain a solution leads to the demand for still higher and fuller theoretical knowledge. Let us here employ to the fullest that principle of all mastery: "Studies perfect nature, and are perfected by experience."

If this criticism is valid, then we soon become convinced that the isolation that now exists between geometry, arithmetic, algebra, &c., is radically vicious. "Arithmetic is one thing, algebra another, geometry a third, and so on. We learn them from different books at different hours. We are ignorant of their relation and mutual helpfulness." Such, doubtless, is the attitude of the average school youth when attention is directed

to the question. Yet, what is the worth of all these studies unless every conception, finding its appropriate place in the scheme of all the rest of our knowledge, helps to a more clear, unified mastery of facts? *Juxtaposition of subjects in the curriculum does not imply harmonious assimilation of them by the mind of the pupil.* Without any resulting confusion, all these branches of mathematical study can be commingled and become materially helpful, so that the mind sees its mathematical conceptions and processes in the light of a beautiful, well-ordered, and powerful *whole*, instead of a thing of shreds and patches.

The present extraordinary insistence, in elementary teaching, upon a comparatively few ideas, their tedious elaboration and fixation by mere rote—work without stimulus to the evolution of imaginative self-activity, critical taste and inventiveness—all ultimately lead to inability to grasp new ideas when they are encountered suddenly in the higher branches, clothed gorgeously in strange symbolism. The remedy for this is to keep the invention ever at work, and the assimilative function fresh and vigorous by constantly bringing down for discussion and simple application into the very elements those fruitful and great ideas that certainly demand ultimately for deeper treatment a special symbolism for themselves, but which are relatively simple in inception when divested of such symbolism. The plotting of curves, modelling of surfaces, with the concomitant ideas of analytical geometry (plane and solid), the fundamental ideas of the calculus (differential and integral) through approximations, the plentiful use of axioms (not restricting the science to a minimum of such, with resulting tediousness and great loss of power)—all such conceptions it is desirable to create as speedily as the interest is sure to be awakened in them.

Here, again, the teacher must be inspired with knowledge, not only of these higher branches, but of their gradual historical evolution. Seeds of thought must be planted long before they grow to perfection and ripeness. Above all must he have faith in the intelligence of his pupil and the great future in store for it under the guidance and stimulus of sympathetic teaching.

Of course, in introducing these ideas of mathematics so much earlier than usual, we must not make the mistake (which would be identical with that at present perpetrated in commencing geometrical education with abstract Euclid) of attempting to present them in completed abstract form—an attempt certain to result in dire failure; but we must give simply the germ of each idea in particular concrete clothes; perception by the senses should precede the pure resulting abstraction. Thus should the abstract constantly alternate with the concrete; the empirical *periodically* precede the scientific on ever higher and more difficult planes of inquiry.

As regards the attitude of the pupil, this should be one of disciplined self-activity and invention, the motives being partly the desire of applying his knowledge to interesting concrete problems, and partly (so far as distinguishable from the other) his own curiosity about the wonderful properties and development of these abstract creations of the intellect.

Finally, looking back on modern educational experience, we see mathematics employed in the education of one generation in the way of dogmatic rules of thumb, an extreme of concrete presentation; in another generation we get the other extreme, where the presentation is so purely abstract at the very outset that Euclid is generally learned by rote! The genesis of geometrical knowledge in the race clearly indicates the most efficient order of development for the individual—*incessant action and reaction between abstract thought and concrete measurement.*

Moreover, only thus can due scope be given for the exhibition of those powerful varieties in intellect and character amongst the pupils upon the due development of which depends, obviously, the progress of the race. Here, finally, we note again the suggestiveness of our parallel for educationists.

THOUGHTS FROM AN EXAMINATION ROOM.

IT is a glorious July morning. The sun is high in heaven, but a fresh breeze is blowing little tufts of fleecy cloudlets across its face, and sending a shiver through the fleeces. Opposite my schoolroom is a tennis ground, and a sleek donkey is

placidly blinking, too lazy to nibble the shrubs within his reach, and in the paddock beyond two Alderneys are whisking their tails and ruminating. It is a day for wise passiveness and receptivity—to sit, to lounge, to look, to muse, to bathe oneself in the sunlight, to feel the pure delight of living, to store up happy memories for a rainy day.

With what feeling of sadness, almost of revulsion, I turn from the open window, from the sunny landscape, the browsing cattle, the scent of the far-off hay, the hum of bees in the limes, and return to the little world enclosed within the four walls of my schoolroom!

Twenty-five of my pupils are battling with a "Board" arithmetic paper; they are asked to consider how much the dishonest trader gains per cent. by selling goods by short weight, and to estimate the rateable value of a farm of 999 acres 9 poles or perches. They are wrestling manfully with the paper; as the fatal moment for giving in the paper approaches, they grow pale and nervous, and work away with redoubled vigour.

The examination is going on for a week, and by the end of this time the children will be mentally and physically exhausted and worn out. Their year's work is being tested, and I ask myself what we have done for our pupils during that period. Have we really been educating them, or merely loading them with facts more or less useless? I do not doubt that they know a considerable amount of arithmetic, Euclid, and algebra; they have certainly learnt the main facts in English history, and have done some work in Latin, French, and German. But are all these of much real value as they are taught to-day?

Education, it seems to me, should be an inspiration; it is not the facts we learn that are of value, but *how we learn* these facts. We teachers should, above all, seek to inspire our pupils with a love of learning, and a desire to pursue their studies in after life. A large number of high-school girls never maintain any intellectual interests once they have left school, unless they are going to become teachers. This fact alone would show that our present system of education is not as satisfactory as it might be. But, besides this fact, there are others that tend to the same conclusion.

We teach botany in all our schools, yet take a walk in the country with a town girl, and observe how absolutely ignorant of, and uninterested in, the common wayside flowers she is. Why? Because we have directed her whole attention to classification, arrangement, scientific terms, &c., but have never taught her to see that "splendour in the grass," and "glory in the flower," of which Wordsworth speaks. Nature is a shut book to most of our girls; they are ignorant of what she has to teach them, and careless of the beautiful gifts she casts so ungrudgingly around them. What an education is a walk through the fields or woods on a summer day! We may see a thousand beauties we have never noticed before; we perceive the infinite wonders of plant and animal life, the wonderful variety of colouring in leaf and flower. And the glorious sunset behind those old trees—is there anything to equal that for poetry and indescribable beauty? Never, perhaps, is man so conscious of his spiritual being, so filled with a yearning after immortality, as when absorbed in watching the last red streaks cast by the setting sun. We do not expect our pupils to feel all that we elders feel on such an occasion, but we do want them to appreciate the beauties of nature—those beauties that cost nothing, that can be found everywhere, by every one. There is no need to climb the Alps to see the glory of the rising sun, or travel many miles to get a good sunset effect. I have seen an incomparably beautiful sunset in the Whitechapel Road, which made the grey East End appear "apparelled in celestial light."

But I am wandering from my subject, which was, after all, not sunset effects, but education. We do not, then, I contend, teach nature knowledge in any satisfactory manner; do we deal with our other subjects better? History is mainly a record of facts—of wars and of battles. I am told by a profound historical student and a teacher of history, that we should treat history scientifically, that enthusiasms for persons and principles are out of place in the history lesson, if not actually pernicious; we must weigh evidence, sift facts. I beg leave to differ, and believe we must first make the girls enthusiastic about great men and movements in history, and then teach them to be dispassionate and critical if you will. If education is to be, above all, an inspiration for our lives, enthusiasm for a great man—a Hampden, a Cromwell, a Wesley, a Clive—will be more valuable to our pupils than any amount of detail and scientific examination of

facts. All great movements owe their origin to a great man; we are all far more moved by a person than by a principle,—witness the influence of a Luther, a Napoleon, a Mahomet.

Let us consider for a moment the subject of literature: What do we teach, and how do we teach?—A play of Shakespeare, a poem of Milton, scrappy outlines to a few names, dates, and cheap criticisms. The average middle-class Englishwoman knows very little about the literature of her own country; she has certainly not learnt to like the great works in fiction and poetry, or the tenth-rate novelists and poets of to-day would not enjoy such a large circle of readers. I never can understand why we do not devote more time in our schools to the study of English literature, certainly one of the most valuable and delightful of subjects to the majority of our pupils. But mere talk about books is of little use; the girls must read for themselves in school and out of school. It is ridiculous that a girl of eighteen leaves school without having read more than three or four classical works.

The fact is, we in England have no ideal in education, no definite object towards which we tend. We have never, I believe, asked ourselves for what purpose we are educating our pupils, and, consequently, we drift aimlessly along. We prepare for examinations, it is true; but why do we prepare for examinations? The majority of teachers agree that examinations as now conducted are of no value whatever; indeed, they do harm, for all require a certain amount of cram. There is no educational justification for the examination of girls under eighteen; we who teach know perfectly well that we must often disregard true educational methods, and omit many points of interest simply to get through the prescribed course of work. No one of weight has yet come forward to advocate these examinations, yet, year after year, the examination grind continues. Who will be bold enough to proclaim in no uncertain voice the folly and wickedness of these examinations? Let those who are going to college take entrance examinations; but do away with examinations altogether for those who will finish their school education at eighteen or nineteen. Girton and Newnham have doubtless done much good, and have raised the standard of girls' education throughout the country; but they have also done harm. The curriculum of our high schools is based, to a very large extent, on the hypothesis that our pupils will proceed to college; but at present only a very small percentage do so. We are sacrificing our many to the very few who doubtless derive much benefit from this sacrifice.

Education is now at a critical stage; it would be well for us to define our object, to consider whether our high schools should merely serve as preparatory for the Universities, or whether they should act quite independently of them. Such subjects as these—the aims and ideals of education—appear to me to be much neglected nowadays when the practical side of education, the question of grants, local control, and kindred subjects loom so large on our horizon.

Richter's "Levana" and Rousseau's "Emile," wild and visionary though they be, are, in many respects, better reading for us who are actually engaged in teaching, where so much of our enthusiasm and idealism dies away in the wear and tear of daily practical work, than blue-books crammed full of statistics concerning elementary and secondary schools.

It is 1.30, the bell rings, I collect my papers, and the girls troop wearily home to enjoy a short interval before beginning to revise for the next day's examination. I remain plunged in my pessimistic reflections. Let us hope and trust that, before this wonderful century has passed away, the barbarous system of juvenile examinations will likewise pass away, and that the dawn of the twentieth century may show us a nobler ideal in education than that which exists to-day.

SHOULD BOYS LEARN INSTRUMENTAL MUSIC?

By C. F. ABDO WILLIAMS.

IT is not uncommon for the parents of public-school boys to ask the music master whether it is "worth their son's while" to learn instrumental music. The answer must depend chiefly on the parent's view as to the place music is to take in the boy's after life. If it is to become a mere accomplishment to enable him to shine in the drawing-room, we should say emphatically: "No, it is not worth your son's while to waste

time in acquiring a ladylike accomplishment, which is far more suitable to his sisters, and which they will learn more quickly and more effectively than he can ever expect to do. If, on the other hand, music is to provide your son with an intellectual enjoyment for his hours of relaxation; if it is to be a means of making friends with other men through a common and absorbing interest (for there is probably no interest so absorbing as the playing of concerted music by those whose temperament is in sympathy with it), of training him to grapple with and overcome intellectual difficulties as an antidote to the athletic craze of the day, of laying a foundation for the appreciation of masterpieces of art, the pleasure in which will constantly increase as he grows older—if your views as to the proper functions of music lie in any of these directions, then, I say, it is by all means worth his while to learn what he can of the art while he is yet young." "But," the parent says, "is he not pretty sure to drop it as soon as he leaves school?" Probably he will—and he will also drop his Latin and Greek; but he will have had the intellectual training, and will, at any rate, have been given a chance of becoming familiar with an instrument to an extent to which he cannot hope to attain if he only begins learning it in later years. And the training he has had will have done his character a considerable amount of good. Moreover, it will enable him to take to his instrument again at any time in his life if he should wish to do so.

"But," says the parent, "suppose the boy finds he does not like music: why should he be obliged to learn it?" There was formerly, and probably still exists, a prejudice with regard to music that seems to obtain in no other subject—that a boy need only learn it if he likes it. Now what ordinary boy likes a thing that gives him trouble? Does he prefer Latin to cricket, or Greek to football? It is not usually found to be the case. There are, of course, exceptional boys who will always be utterly incapable of distinguishing the notes of the scale, or the difference between a crotchet and a minim, just as certain persons cannot distinguish colours. Such boys should not be encouraged to learn music under any circumstances. They are much to be envied: for they will be spared the thousand daily annoyances to which a person sensitive to music is subjected. Properly directed there is no reason why they should develop into those stupid and narrow-minded persons who sneer at, or actively oppose, the cultivation by others of an art which they are by nature debarred from enjoying. But that a boy who has the ordinary musical intelligence possessed by most young Englishmen should be allowed to take it up and drop it just as he likes seems as foolish as to allow him to choose exactly what he will learn during school-hours. This would probably end in his learning nothing, because he liked nothing. No: if a boy, either from his parents' or his own wish, begins learning music, he should be made to stick to it, and to work at it, until he has arrived at some sort of result.

The musical capacities of boys of normal intelligence in the ordinary affairs of life may be roughly differentiated as follows: (1) the average intelligence, which, properly cultivated, will enable the possessor to enjoy and appreciate good music, and to take part in quartets or orchestral meetings; (2) the small intelligence often coupled with an intense desire to do something in music.

I leave out of the discussion the talented boy to whom music seems to come naturally and with little effort, for he will probably make a special hobby of it, and as long as he is kept from the effeminate atmosphere of drawing-room music (*i.e.*, the "accomplishment" atmosphere) he will make good use of his talent; and I have already discussed the case of the boy with no ear. Both Class I. and Class II. are well worth cultivating. If the boy of average musical intelligence works in a healthy way, he can get nothing but good. He will not astonish himself or the world by his performances, but he will lay up a store of knowledge and familiarity with his instrument which may be of great value to him. He it is that will appreciate, and increasingly appreciate, good music when he hears it, to his own immense benefit. If he does not work, it is, nevertheless, worth while for parent and master to persevere in drumming all the music they can into him: for they never know when he will suddenly change, and begin to take a delight in it. To allow such a boy (in the first disgust at finding music harder to learn than he thought) to drop it is a fatal mistake, and very hard on the boy: for how is he possibly to know what is good for him? He has no experience of life; and yet this mistake is frequently made, and it

accounts for the many men one meets who lament all their lives that they did not learn music in their youth. The idle boy very frequently excels at finger exercises which, being of the nature of gymnastics, give him no trouble, while he is a complete fool at pieces which require intellectual effort. But there is no reason to despair of him—if his fingers can be trained, the ground will be prepared when the time comes, as it frequently does, for him to appreciate and work at the intellectual side of music.

Class II. is also worth cultivating. It is true that such boys are scarcely likely to acquire the sympathy and quickness requisite for concerted playing, or for pleasing other people: but they will derive great pleasure from their own performances, while the strenuous efforts to master what is extremely difficult to them cannot but have a beneficial effect in building up character. Such boys are often the despair of the master, especially if he is young and inexperienced: but, if he only has the patience to persevere, he will frequently be rewarded by seeing the slowly awakening intelligence put forth a little flower—a very little flower it may be, but of great value to its owner, who has worked so hard to cultivate it. It is certainly a great pleasure to see the delight of such a boy, when he begins to understand some simple classical piece, and his clumsy fingers are able to perform it with something like accuracy. There are, of course, boys who are brilliant in school work and who have little musical intelligence, just as there are those who have musical talent and little else. Though the former cannot expect to excel in music, they will, if properly taught, at any rate appreciate the proper value of music, and, even if they do not play themselves, will probably find pleasure in the performances of others. One often sees eminent judges, barristers, &c., at first-class London concerts, who, though no performers, are excellent listeners and critics. The time has gone by, at any rate for London, when a learned man can treat music with contempt: though this feeling unfortunately still survives amongst some excellent schoolmasters, who seem to think that athletics and work should fill a boy's whole time.

But to exalt music as the chief and only form of intellectual recreation is absurd: and nothing can be further from the writer's thoughts. All he wishes to show is that it is worth cultivating if once embarked upon, even if a boy does not show remarkable talent; and that, if it is to be of any real value, it must not be regarded as a mere accomplishment. It is, properly cultivated, a masculine and elevating recreation, which can lead to nothing but good. If it becomes a cause of effeminacy or luxury, or an excuse for laziness, the fault lies with the teacher or learner, not with music itself.

Amongst the enormous mass of compositions available nowadays, music suitable to every condition of intelligence and temperament can be found. One boy will prefer classical music, another can only enjoy marches, a third will find his greatest pleasure in playing with others, a fourth will only enjoy playing by himself. In our opinion it is a mistake to endeavour to force boys to learn classical music if, after thorough trial, their temperament is found to be out of sympathy with it; though it is a far worse mistake to give them no chance of learning to like it. Music is not to be the chief business of their lives: and the teacher is therefore in the happy condition of being able to consult their individual temperaments, and choose for them accordingly.

THE HABERDASHERS' SCHOOL.—A new school has been erected at Hampstead in the place of the old building in Pitfield Street, Hoxton, for the purposes of the Haberdashers' School. The old Hoxton building passes into the hands of the London Technical Education Board and the Shoreditch Vestry, to be utilized by the latter body as a technical school. The vestry has for several years carried on a technical school, teaching those subjects most useful to the inhabitants of the district, with great success, in an old warehouse in Hoxton Street. To procure means to support this institution the vestry let the lamp-posts in the most important thoroughfares for advertisement spaces, and with the help of the L.C.C. maintained the school. Alderman Robert Aske, a member of the Haberdashers' Company, founded the school in 1688, for the education of 220 sons of freemen, and almshouses for twenty poor freemen. The whole was styled "Aske's Hospital," and the chapel was consecrated in 1605 by Archbishop Tillotson. The almshouses were removed in 1875, and the large middle-class school, called Aske's Haberdashers' School, occupied the site. The buildings and playgrounds will be a great acquisition to the district.

MILITAT OMNIS AMANS.

Laudabunt alii fastis venerabile nomen ;
 Quae tulit imberbis praemia sola juvant.
 Plurima palma licet grandaevi tempora cingat,
 Plus puerum myrti certa hederæque decent.
 Quippe nihil canis obstat frondosa corolla ;
 Num rosa si marcet rore refecta viret ?
 Nil moror effetae solatia vana senectae ;
 Quem modo subsequitur gloria, sordet honos.
 Si quid enim merui, Virtus, tua signa secutus,
 Indocilem niti me stimulabat amor.
 "Viderit a, placido te lumine Cynthia" (mecum
 Sic ego) "militiae munera digna feres."
 Illa reluctantem nitidis praestrinxit ocellis,
 Principium famae, Cynthia finis erat.
 Ut mihi contigerit dominae placuisse merendo,
 Hic amor, haec laudis meta suprema meae.

F. S.

STANZAS WRITTEN ON THE ROAD BETWEEN
 FLORENCE AND PISA.

O, talk not to me of a name great in story !
 The days of our youth are the days of our glory ;
 And the myrtle and ivy of sweet two-and-twenty
 Are worth all your laurels, though ever so plenty.

What are garlands and crowns to the brow that is wrinkled ?
 'Tis but as a dead flower with May-dew besprinkled.
 Then away with all such from the head that is hoary !
 What care I for wreaths that can *only* give glory !

O Fame ! — if I e'er took delight in thy praises,
 'Twas less for the sake of thy high-sounding phrases
 Than to see the bright eyes of the dear one discover
 She thought that I was not unworthy to love her.

There chiefly I sought thee, *there* only I found thee ;
 Her glance was the best of the rays that surround thee ;
 When it sparkled o'er aught that was bright in my story,
 I knew it was love, and I felt it was glory.

BYRON.

CALENDAR FOR SEPTEMBER.

[Items for next month's Calendar should be sent in by the 24th inst.]

- 15.—Post Translations for Competition and all matter in connexion with Holiday Prizes.
- 23.—Post School News, items for the Calendar, &c., and Advertisements intended for October issue.
- 26 (first post).—Latest time for receiving Teachers' prepaid advertisements.
- 27.—74 Gower Street, W.C., 8 p.m. Lecture by H. B. Garrod, M.A., on "Dante's 'Commedia' and its main Teachings." (Teachers' Guild.)
- 27, 28.—Preliminary Examinations of the National Froebel Union.
- 29.—Bedford College, London, for Women. The Third Term of the Session 1898 of the Training Department for Teachers begins.
- 30.—University Hall, Gordon Square, W.C. Lecture on "School Curriculum," by Mrs. Bryant, D.Sc. (Teachers' Guild.)

KING'S COLLEGE, LONDON.—Free lectures to teachers will be given on alternate Saturdays in the Michaelmas Term, beginning Saturday, Oct. 8, on "Teaching Arithmetic and Geometry," and in the Lent Term, 1899, on "Teaching Algebra."

The OCTOBER issue will be ready on Friday, September 30.

UNIVERSITIES AND SCHOOLS.

OXFORD.

The Vacation Course for Teachers, which will come to an end on September 2, has, in many ways, been the most successful course that we have as yet had. It is attended by twenty students, thirteen men and seven women. All have degrees, or, in the case of the women, the equivalent. The men are from good representative schools, including Winchester College, Cheltenham College, and Dulwich. There is also the headmaster of a leading preparatory school. All show a great deal of enthusiasm in the work, and the discussions on the lessons prove of the greatest interest. The course means a very considerable amount of work to the students. Two lessons of three-quarters of an hour, the criticism thereon, and a lecture take up the whole morning from 8.30 to 1 o'clock, and during the rest of the day the students prepare their lessons, read, and see Mr. Keatinge tutorially. By the end of the course there will have been fifty-two criticism lessons and twenty lectures.

WALES.

A special meeting of the Welsh Central Intermediate Education Board was held at Carmarthen on July 22, under the presidency of Principal Viriamu Jones. A resolution, congratulating Llandovery College on the occasion of its jubilee, was carried, and the meeting proceeded to the consideration of the draft regulations relating to the examinations. A lengthened discussion arose on a proposal to the effect that pupils presented for examination in mathematics must be presented in both algebra and Euclid, the opinion being stated that the duty of the Central Board was to examine each school according to the

lines laid down by its governing body, and not by the lines laid down by the Central Board ; and that it was unwise to restrict the powers of the teachers and governors in the way suggested. The matter was eventually referred to the Executive Committee.

In addition to the oral examination of the lower forms, oral and practical examinations will be provided in some or all of those departments of school work in which the Board deem that such examinations are necessary, in order to render the annual examination an effective test of the work done in the schools. These departments are English, Latin, Welsh, French, Spanish, German, Italian, natural science, shorthand, manual instruction, cookery, vocal music, and laundry work.

Principal Reichel proposed that the tonic sol-fa system of teaching music be abolished in the schools, attributing to this system the backward condition of instrumental music in Wales. The question was referred to the Executive Committee. The next meeting of the Board will be held in Shrewsbury.

SCOTLAND.

The death of Principal John Caird has taken away a man who has been revered by many generations of students, and who united great qualities not often combined. After occupying several parochial charges, he was appointed Professor of Divinity in Glasgow University in 1862, and became Principal in 1873. He sent in his resignation in the spring of this year, but did not live to enjoy his retirement, dying on the very day when his resignation took effect, at the age of seventy-eight. He was best known as a preacher, and was, in the opinion of many (among others, the late Dean Stanley), the very greatest pulpit orator of our time. In his declining years he seldom preached ; but his occasional sermons and addresses, delivered before the University, were events not to be forgotten by those who heard him. His voice in the days of his full vigour was magnificent, and he was one of the very few English-speaking orators whose gestures were perfect as those of a consummate actor. Dr. Caird, however, was not only a great orator, but a judicious administrator and a philosophical theologian, whose influence on the thought of his countrymen has been second only to that of his younger brother, the present Master of Balliol, who was Professor of Moral Philosophy in Glasgow from 1866 to 1893. The two Cairds, often confused by English readers, have had not merely pupils, but disciples, in a sense in which that can hardly be said of any other teachers of philosophy in recent times. Their position may even be compared with that held by Hegel in Germany in the third decade of the century ; and it is largely through this *par mobile fratrum* that Hegelianism, in a more or less modified form, has been so widely assimilated by Scottish students of philosophy and by so many of the younger clergy.

Another notable pair of brothers will now teach philosophy in Edinburgh and in the same Faculty. Confusion of persons will, however, be prevented there by the fact that Professor Andrew Seth has changed his name to Pringle-Pattison on succeeding to the estate of Haining, near Selkirk ; so that his younger brother, on returning from the United States to succeed the late Professor Calderwood, becomes the only Professor Seth of Edinburgh. The veteran Emeritus-Professor Campbell Fraser has now five pupils holding philosophical Chairs in Scotland, two in Edinburgh and one in each of the three other Universities. Professor J. Stewart, of Oxford, is also an old student of his.

The new Principal of Glasgow is the Very Rev. R. H. Story, D.D., whose dignified presence is well known in the General Assembly of the Established Church, of which he was lately Moderator. The Church

History Chair, which he vacates, has been filled by the appointment of the Rev. Dr. Cooper, of Aberdeen, who is commonly spoken of as an advanced Ritualist and a Churchman of views as "high" (or even higher as can possibly be held) in a Presbyterian Church.

A Lecturer on History has been appointed in Aberdeen, Mr. C. Sanford Terry, of Cambridge, so that this subject, long so strangely and disastrously neglected in Scottish University education, now finds a place in the Arts curriculum of each of the four Universities, though, except in the case of Edinburgh, the recognition is somewhat inadequate to the modern requirements of scientific historical study. In St. Andrews there was, until a recent ordinance altered the title, a Professorship of "Civil and Natural History"—an odd "derangement of epitaphs," which the etymology of the word "history" and the surviving tradition of professorial omniscience might explain, but could hardly justify. But this Chair has long been devoted to the study of animals which do not enter into civil society, except when they are eaten; and civil history is represented only by a Lectureship.

St. Andrews at present seems to enjoy comparative quiet, save for a controversy about the ownership of St. Salvator's Chapel, commonly known as "the College Church"; and this is rather a matter of ecclesiastical than of academic interest. The long lawsuit of "Macgregor and others *versus* the University" has not been carried to the House of Lords, and the Treasury has paid over the money which was being held back because of the litigation, and has thus relieved the University from the serious financial difficulties that threatened it last winter. "The St. Andrews dispute," as it is called, has been very generally misunderstood. There was no dispute between St. Andrews University as a whole and University College, Dundee; but "certain persons of importance" living in St. Andrews or temporarily belonging to the University Court were opposed to the incorporation of Dundee College, and have, by lawsuits and in other ways, attempted to undo the work of the late Universities' Commission. The policy of the Commissioners and of the great majority of those actually engaged in carrying on the work of the University is fairly simple and intelligible—viz., that the United College of St. Salvator and St. Leonard should teach arts and science, especially those science subjects which find a place in the arts course; that St. Mary's should teach theology, and that the new college of Dundee should concentrate its strength mainly on medicine and applied science. In a small University it is a pity to have any needless duplication of chairs, and the endeavour of Lord Bute and his supporters to devote a large part of the recent endowments of St. Andrews to the teaching in St. Andrews itself of subjects, like anatomy, which are already being taught in Dundee, seems rather a waste of energy, while the arts curriculum is still incomplete and very inadequately equipped. In Dundee College St. Andrews will soon possess a complete Medical Faculty. Dr. David MacEwan and Dr. Alexander Mitchell Stalker have been appointed to the Chairs of Surgery and Medicine respectively. These are professorships—not in Dundee College, but in the University of St. Andrews, though the teaching is, of course, to be given in Dundee. A Lecturer on French is to be elected in September, and it is understood that several distinguished candidates are sending in their applications. If, as is possible, Dundee College appoints a Lecturer in German who can conduct classes in St. Andrews, there may, at length, be an opportunity for students taking modern languages as an Honours subject for the M.A. degree.

The end of September brings round again the time of the Preliminary Examination, identical for all four Universities. This examination has been of great benefit. It has, indeed, cut down the numbers of the arts classes in some cases (and this of itself is not in every instance an educational loss), but it has raised the average age of first-year students and the general average quality of work. It must indirectly benefit the schools by allowing them to keep their scholars longer. If only the junior (non-qualifying) classes in the Universities could be abolished altogether, Scotch secondary schools would gain still more. The hardship which this would cause to ill-prepared students, who come direct from primary schools and have had no opportunity of attending secondary schools, is, as yet, the real difficulty in the way of freeing the Scottish Universities from the reproach of trespassing on the schoolmaster's province, and not always with brilliant success.

The uniformity of standard in the Preliminary Examination has suggested to the Conference of the Students' Representative Council the idea of a common examination for the M.A. degree. It may be doubted whether the advocates of this proposal have seen that this would amount to the extinction of the historical Universities and their conversion into mere local colleges, training candidates for an examining board. In any case, the new regulations have introduced so many changes that it would be well to allow some time for their effects to show themselves before any further change of a revolutionary kind is attempted.

IRELAND.

It seems, after all, that the arrears of fee-grant due to the primary teachers are not to be paid. Sir Michael Hicks-Beach announced just before Parliament closed that the payment was conditional on the

teachers accepting certain provisions of the new pension scheme, and they had not agreed to those conditions. So things are much as they were.

As regards the managerial question, the vigorous fulminations of the bishops against the dismissal of teachers being referred to any final authority, other than the Church, has produced a certain division of opinion among the teachers. The bishops have added to the Maynooth resolutions the condition that no teacher shall be dismissed without being heard in his own defence (the case, of course, being laid before the bishop by the manager), and, with this, a portion of the teachers feel they must be content.

The case of Mr. Cawley, of Tubber, however, is still undecided. At the command of Bishop Nulty, Father Monaghan reinstated him, on the grounds that there had been something irregular in the dismissal. Subsequently, Father Monaghan asked for a committee of inquiry by the National Board, to be held in reference to certain charges he brought against Mr. Cawley. The inquiry was held by two inspectors of the National Board and the results are not yet known. One of the charges was that Mr. Cawley had forged Father Monaghan's name to the quarterly reports to the Board. Mr. Cawley has taken an action for libel against Father Monaghan in reference to this, claiming £1,000 damages; the case will be heard next term.

The report of the Manual Instruction Committee is universally regarded as a very able and useful performance, which, if its counsels be followed, will inaugurate a new era in Irish primary education. It advocates the teaching of elementary science, practice in handicrafts, and kindergarten instruction, and enters into details as to how the changes can be introduced.

The Intermediate Commissioners have issued to schools the numbers of those pupils who have passed the examinations held last June. On the 27th the full Pass Lists were published, too late for notice in the *Journal*, and a week later the list of exhibitions, medals, and prizes will appear.

It seems an unnecessary prolongation of suspense to teachers and pupils allowing the total results to appear thus gradually. From the number of passes the following summary is given:—

BOYS:—				
Number who entered—	Senior Grade.	Middle Grade.	Junior Grade.	Prep. Grade.
Of the prescribed age ...	251	670	3,089	2,603
Over age	62	183	369	—
Number who passed—				
Of the prescribed age ...	186	464	1,656	1,651
Over age	29	92	120	—
Percentage of passes—				
Of the prescribed age ...	74.1	69.3	53.3	63.4
Over age	46.8	50	32.5	—
GIRLS:—				
Number who entered—				
Of the prescribed age ...	123	294	1,201	832
Over age	16	46	115	—
Number who passed—				
Of the prescribed age ...	91	209	591	480
Over age	6	10	54	—
Percentages of passes—				
Of the prescribed age ...	74	71.2	49.2	57.7
Over age	37.5	21.7	47	—

EXHIBITIONS, 1898.

BOYS:—	
Senior Grade	19, same as in 1897
Middle Grade	46, against 34 in 1897
Junior Grade	166 " 171 "
Preparatory Grade	165 " 164 "
GIRLS:—	
Senior Grade	9, against 10 in 1897
Middle Grade	21 " 17 "
Junior Grade	50 " 63 "
Preparatory Grade	40 " 44 "

The results of the examinations of the Royal University were made known about a month ago. As usual, Queen's College, Belfast, among Protestant colleges, and University College, among Catholic colleges, were pre-eminent in the lists of honours. Among women's colleges, Alexandra College, Dublin, shows very brilliant successes. The entries for Matriculation were this year the largest that have yet occurred in the Royal University. The rumours of impending destruction have not checked the numbers desiring to make use of the advantages the University affords.

The report of the Queen's College, Belfast, for 1897-98 has just been issued. The higher education given by this College, and the numerous and high honours won by its pupils, show the great value it is to the North of Ireland. 113 students entered in the past year; 108 entered the previous year. The numbers were larger, whatever be the cause, some years since—151 in 1879, for example, and 170 in 1890. The number of students in attendance during the session was 386—the

lowest number for some years except in 1896-97, which was slightly lower. The largest number was in 1882—567.

The President comments in very emphatic language on the present unsettled state of University education in Ireland, which he describes as being "well-nigh intolerable to those, like himself, practically engaged in it." He says the destruction of the Queen's University deeply injured the Queen's colleges without in the smallest degree satisfying the Catholic claims or settling the question. This may be true; but Dr. Hamilton does not state that very large numbers of Catholics are receiving a kind of University culture in the Royal University, many of whom would certainly not have obtained it by means of the Queen's University.

BEDFORD COLLEGE, LONDON.

The following students from Bedford College have passed the Intermediate Examinations of the University of London. In Intermediate Arts D. King Church passed in Second Class Honours in French; B. Massingham, A. S. Perry, and E. Strudwick were placed in the First Division, and A. Abraham in the Second. In the Intermediate Science and Conjoint Examinations, Ida Grünbaum, Edith Ison, Mabel Slater, and Ivy Woodward passed in the First Division; E. Bolton, L. Mellows, A. E. Sanderson, N. Watherston, and F. Yeldham in the Second. In the Preliminary Scientific, Isabel Sexton and Alice Sorabji passed the entire examination in the Second Division; and M. Breeze, G. Kensington, and L. Wilson in Biology.

SCHOOLS.

HAILEYBURY COLLEGE.—At the Speech Day, on June 29, A. E. Noble, carried off the Master's Prize for Greek Prose, the Pratt for Greek Iambics, the Argles for Latin Verse, the Hanbury for Divinity; J. E. Harley, the Deedes for Translation into English, the Brisbane-Butler for Shakespeare; J. R. Brooke, the Butler for English Essay; L. H. Sheffield, the Jackson for the study of Art, the Butler for English Literature. The School Exhibitions were adjudged to J. E. Harley, A. E. Noble, L. H. Sheffield, H. W. E. Forsyth (Modern Side), and J. W. H. Godfreoi. Examiner, G. A. Davies, Esq., M.A., Fellow of Trinity College, Cambridge. During the last six months the following distinctions have been gained by former members of the school:—Rev. A. F. Kirkpatrick, D.D., the Mastership of Selwyn College, Cambridge; J. R. Lee, Major Scholarship for History, Trinity College, Cambridge, and First Class Historical Tripos; W. Outram and C. E. Garrad, First Class Theological Tripos; J. G. Gardner-Brown, Second Class Historical Tripos; Y. T. Griffith, Second Class Mathematical Tripos; E. H. McDougall, E. W. Neel, R. W. D. Willoughby, Second Class Moderations, Oxford; W. T. Legge, First in Examination for Clerkships in House of Commons; Lieutenant Stockley, Sword of Honour and First in Final Examination of Royal Naval College, Greenwich; C. E. Baker, elected Chairman of Beckenham Urban Council; P. C. H. Snow, Companion of Eminent Order of the Indian Empire; Lieutenant A. K. Rawlins, I.S.C., Companion of the D.S.O.; Major H. Mansfield, rank of Lieutenant-Colonel for signal services in the Tirah Expedition as Chief of the Transport Service; L. D. Briscoe into the R.M.A.; A. I. Fraser, H. S. Hutton, J. C. Bowen-Colthurst, D. G. Wilson, B. Neville into the R.M.C.; N. S. Talbot passed the Literary Examination for Militia. The School Speeches were held on June 29, and again many students of Old Haileybury visited us, and recalled old associations. Their representative, who acted as chief speaker, was Sir Alexander Arbuthnot, K.C.S.I., C.I.E. We hope that many of these old students will continue to accept our invitation to our annual Speech Day. Mr. Rennell-Rodd, C.B., C.M.G., was, fortunately, able to come just before his departure to Cairo to undertake Lord Cromer's duties in his absence. A notable concert was given during the summer term in support of the funds of the Haileybury Guild Mission in Stepney, when we were charmed by Mr. Plunket-Greene's songs, of which he gave us a goodly number. The school eleven played the usual three school matches—won those against Wellington and Cheltenham, and lost that against Uppingham. The health of the school throughout the summer term was excellent. The holidays commenced on Thursday, July 28.

MARIA GREY TRAINING COLLEGE.—Thirteen candidates entered for the Practical part of the Cambridge Teacher's Certificate. Of these, four obtained a First Class Certificate, seven a Second Class Certificate, and two a Third Class Certificate. Twelve candidates entered for the Theoretical part. One was placed in Class I., nine in Class II., and two in Class III. Miss Phillips, Head of the Kindergarten Department, has recently been appointed Mistress of Method for Infant School Teachers, under the London School Board; and Miss Gill, Assistant Lecturer, has received the Frances Buss Travelling Scholarship.

SHEFFIELD GRAMMAR SCHOOL.—G. E. Norwood has been awarded an exhibition and sizarship at St. John's, Cambridge, for his position in the December Senior Locals, the Earnshaw Scholarship (limited to Sheffield Schools), and he holds the School Scholarship. All these are

of the value of £50 for three years. B. I. Dalton, scholarship at Rugby, £80; W. E. Barnes, entrance scholarship (£110) to the Medical School, Sheffield University College, and London Matriculation (First Division). W. May, tenth of 180 candidates for the entrance examination of the Society of Chartered Accountants. All these results have been gained from April to July, 1898, by boys direct from the school.

SOUTHPORT PHYSICAL TRAINING COLLEGE.—Miss Vida and Miss Ivy Allen, of the above college, have been appointed to the important position of gymnastic and games mistresses at the Ladies College, Cheltenham. These ladies have lately passed both science and practical examinations with great success, having amongst other prizes, gained the gold medal of the college for general proficiency, presented by the Rt. Hon. G. N. Curzon, M.P., and also a gold medal for swimming (one mile) and rope climbing (60 ft. high).

STAMFORD HIGH SCHOOL FOR GIRLS.—The annual presentation of prizes took place in the School Hall on July 28, when the Chairman was the Rev. Canon Williams, Governor, and the prizes and certificates were presented by Lady Lawrance. In acknowledging a vote of thanks, Lady Lawrance impressed upon the scholars the supreme importance of their school years from the point of view of equipment for life, and touched on the growing number of appointments and posts of honourable and remunerative work which are open to those who are fitted for them. The certificates included three Senior and seven Junior of the Cambridge Local Examinations, two First, two Second, and one Third Class Honours and twenty certificates from the Royal Drawing Society. Of former pupils, one (M. Elliott) has taken the degree of the Royal University of Ireland; G. E. Cayley, a First Class in Modern Languages in the Cambridge Higher Local Examination, with distinction in German; A. M. Newton has matriculated at London in the First Division; and A. Outram and M. Thompson have passed the Civil Service Examination for the Post Office.

JOTTINGS.

THE "Teachers' Registration Bill," 1898, which is an exact reprint of Sir John Gorst's Bill of 1896, may be purchased from Messrs. Eyre & Spottiswoode for one penny. The "Board of Education Bill" is the same price. Their numbers are, respectively, 191 and 185.

ONE of the sights of Bedford—next to Birmingham the most educational of English towns—is a well-known schoolmaster riding to chapel on his tricycle in full canonicals. The professors of Berlin University have gone one better, and regularly go to lectures on their bicycles.

THE Edinburgh School Board have decided to simplify the Ten Commandments for the benefit of the children in their schools. It is reported that a revised version of the Lord's Prayer for Scotch schools is engaging their attention.

HERE is a point to be noted by those who say our public schools make too much of games. In Mr. Howson's book on Harrow, out of twenty-seven chapters, six are devoted to athletics and one to "the intellectual life of the school."

WE understand that Mr. Findlay's appointment to Cardiff will not interfere with his lectures for the Winter Meeting in January next, though he will not be able to take the advertised Autumn course.

THE arrangements made by the Welsh Central Board for the examination of the Welsh intermediate schools has resulted in a considerable falling off of the entries for the College of Preceptors' Certificate Examination.

THE Royal assent was given on August 12 to the Teachers' Superannuation Act, the outlines of which we noted last month.

SIR GEORGE KEKEWICH, in giving away the prizes at Chigwell School, spoke strongly as to the importance of retaining the traditional character of such schools. Secondary schools need have no fear that Sir George, as permanent secretary, will endeavour to force codes upon them.

MR. MACAN seems to have made his peace with the Association of Organizing Secretaries. At the last general meeting he moved a resolution (which was carried unanimously) condemning all the distinctive points of Colonel Lockwood's Bill.

WE shall hear no more of Colonel Lockwood's Bill. Even *Educa-*

tion admits that the Bill "may be supposed to have served its useful purpose," meaning, as the lawyers say, to show how not to do it.

THE I.A.H.M. have been approaching the Charity Commissioners on the subject of pensions for assistant-masters in endowed schools. Sir George Young promised to consider the question.

THE railway companies in London have agreed to issue scholars' tickets from any date to any date for a period of not less than three months.

THE joint Memorandum upon the sphere of secondary and higher-grade schools drawn up by a committee of representatives of these two grades of schools under the chairmanship of Sir George Kekewich is now published.

AN excellent bust of the late Bursar of Marlborough College, the Rev. J. S. Thomas, was unveiled on the occasion of the midsummer prize-giving. The sculptor is Mr. Roscoe Mullins, a brother of Mr. W. E. Mullins, late master of the modern side.

LORD THRING, in giving away the prizes at Richmond County School, spoke very strongly of the necessity of cultivating a clear handwriting. He almost seemed to imply that this was the one means of success in life. Has Lord Thring ever corresponded with Dean Stanley, Lord Spencer, or the Rev. T. W. Sharpe, C.B.?

MR. A. H. SMITH, M.A., B.Sc., Second Master of Wigan Grammar School, has been appointed Headmaster of Presteign Intermediate School, Radnor.

THE following appointments have been made by the Board of Governors of McGill University, Montreal:—To the additional Chair of Chemistry recently founded and endowed by Mr. W. C. McDonald, Dr. Wallace Walker, of University College, London; to the Chair of Physics, in succession to Professor Hugh Callendar, F.R.S., Mr. Ernest Rutherford, of Canterbury College, Christchurch, New Zealand, and Trinity College, Cambridge.

WILLIAM SANDAY, D.D., Margaret Professor of Divinity and Canon of Christ Church, and William Michell Ramsay, M.A., Hon. D.C.L., Professor of Humanity in the University of Aberdeen, formerly Fellows of Exeter College, have been elected to Honorary Fellowships, and Christopher Thomas Atkinson, B.A., Demy of Magdalen College, has been elected to a Tutorial Fellowship, at Exeter College.

LORD HUGH CECIL, M.A., has been elected a member of the Council of Kettle College, in place of the Earl of Cranbrook, who has been elected an honorary member of the Council.

THE *Times* gives the following outline of Mr. Welldon's career:—"The Rev. James Edward Cowell Welldon is the son of the Rev. Edward Welldon, master of Tonbridge School, and was born at Tonbridge in 1854. He obtained a scholarship at Eton, and afterwards at King's College, Cambridge. He was Carus prizeman in 1873, Bell's University Scholar in 1874, Browne's Medallist in 1875-1876, and Craven Scholar in 1876. He took his B.A. degree (Senior Classic and Senior Chancellor's Medallist) in 1877, and in the following year was elected a Fellow of King's. After taking his M.A. degree in 1880, he was ordained deacon in 1883, and entered the priesthood two years later. He was appointed master of Dulwich College in 1883, and remained there until 1885, when he was elected Headmaster of Harrow School. In 1889 he served on the Royal Commission which considered the scheme for the establishment of a teaching University for London. He was the select preacher at Cambridge in 1885, 1888, and 1893, and at Oxford in 1886-87. From 1889 to 1892 he was Honorary Chaplain to the Queen, and since 1892 he has been Chaplain in Ordinary to Her Majesty. In 1897 he became Hulsean Lecturer at Cambridge. Mr. Welldon is the author of a 'Translation of the Politics of Aristotle, with Analysis and Notes,' published in 1885; the 'Rhetoric of Aristotle, with Analysis and Notes,' 1886; 'The Nicomachean Ethics, with Analysis and Notes,' 1892; 'Sermons in 1885 and 1886 to Harrow Boys,' 1887; with a second series published in 1891; 'The Spiritual Life,' 1888; and 'Gerald Eversley's Friendship,' 1895."

MR. W. D. RAYNOR, B.A., County School, Pembroke Dock, has been appointed to a science mastership at Bradford Grammar School.

SWANSEA TECHNICAL SCHOOL.—The following appointments have been made: Lecturer in Metallurgy, J. Crowther, A.R.S.M., at (Continued on page 530.)

Lockwood's Educational Works.

DE FIVAS' FRENCH CLASS BOOKS.

- De Fivas, New Grammar of French Grammars.** By Dr. V. DE FIVAS, M.A. Fifty-fourth Edition, Revised and Enlarged. 450 pp., 2s. 6d., strongly bound. KEY, 3s. 6d.
- De Fivas, Elementary French Grammar and Reader.** Fourth Edition. Fcap. 8vo, 1s. 6d. cloth.
- De Fivas, Guide to Modern French Conversation.** Thirty-second Edition. 18mo, 2s. 6d. half-bound.
- De Fivas, Introduction à la Langue Française.** Twenty-eighth Edition. 12mo, 2s. 6d.
- De Fivas, Beautés des Ecrivains Français, Anciens et Modernes.** Fifteenth Edition. 12mo, 2s. 6d.
- De Fivas, Le Trésor National.** Seventh Edition, 12mo, 1s. 6d. KEY, 2s.

Just published, 400 pages, crown 8vo, 7s. 6d., cloth.

- A Handbook of English Literature.** Originally compiled by AUSTIN DOBSON. New Edition, Revised, with New Chapters, and Extended to the Present Time. By W. HALL GRIFFIN, B.A., Professor of English Language and Literature at Queen's College, London.
- "Of this book we have to speak in terms of unqualified praise. . . . It may be pronounced a most excellent history of our literature."—*Literature*.
- "The best compendium for English literary students, and a most reliable handbook for the literary man."—*Academy*.
- "For truth of criticism it is about the best book of the kind."—*Westminster Review*.
- "An excellent handbook of English literature."—*Athenaeum*.
- "Professor Hall Griffin and Mr. Dobson are to be thanked for a very acceptable handbook."—*Journal of Education*.

COMMERCIAL EDUCATION.

- A New Book of Commercial French:** Grammar—Vocabulary—Correspondence—Commercial Documents—Geography—Arithmetic—Lexicon. By P. CARROUÉ, Professor in the City High School J.-B. Say (Paris). Crown 8vo, 354 pp., 4s. 6d. cloth.
- Lessons in Commerce:** A Text-Book for Students. By Professor R. GAMBARD. Revised by Professor JAMES GAULT. Second Edition, Revised. Crown 8vo, 3s. 6d., cloth.
- The Foreign Commercial Correspondent.** By C. E. BAKER. 3s. 6d.
- Spanish Grammar and Reader.** By O. KORTH. 2s. 6d. cloth.

CIVIL SERVICE HANDBOOKS.

- Civil Service History of England.** By F. A. WHITE, B.A. Revised by H. A. DOBSON. Eighth Edition. Fcap. 8vo, 2s. 6d.
- Essay Writer.** By HENRY SKIPTON. Fcap. 8vo, 2s. 6d.
- Civil Service Geography.** By L. M. D. SPENCE. Tenth Edition. Fcap., 2s. 6d.
- Précis Book.** By W. COSMO MONKHOUSE. 2s. 6d. cloth. KEY, 2s. 6d.
- Civil Service Book-keeping.** Fcap., 1s. 6d.
- Civil Service English Grammar.** By W. V. YATES. 1s. 6d.
- Civil Service First French Book.** By A. MOTTEAU. 1s. 6d. KEY, 2s. 6d.
- Civil Service Coach.** By S. SAVILL. Fcap. 8vo, 2s. 6d.

WEALE'S EDUCATIONAL SERIES.

DICTIONARIES AND GRAMMARS.

- Latin Grammar.** By T. GOODWIN. 1s. 6d.
- Latin and English Dictionary.** By T. GOODWIN. Latin-English, 2s. 6d.; English-Latin, 1s. 6d.
- Greek Grammar.** By H. C. HAMILTON. 1s. 6d.
- Greek and English Lexicon.** By H. R. HAMILTON, Greek-English, 2s. 6d.; English-Greek, 2s.
- Hebrew Grammar.** By Dr. BRESSLAU. 1s. 6d.
- Hebrew-English Dictionary.** By Dr. BRESSLAU. 6s.
- English-Hebrew Dictionary.** By Dr. BRESSLAU. 3s.
- English Grammar.** By HYDE CLARKE, D.C.L. 1s. 6d.
- English Dictionary.** By HYDE CLARKE, D.C.L. 3s. 6d.
- French Grammar.** By G. L. STRAUSS, Ph.D. 1s. 6d.
- French Dictionary.** By A. ELWES. 3s.
- German Grammar.** By G. L. STRAUSS, Ph.D. 1s. 6d.
- German Dictionary.** By N. E. S. A. HAMILTON. 3s.
- Italian Grammar.** By A. ELWES. 1s. 6d.
- Italian Dictionary.** By A. ELWES. 7s. 6d.
- Spanish Grammar.** By A. ELWES. 1s. 6d.
- Spanish and English Dictionary.** By A. ELWES. 6s.
- Portuguese Grammar.** By A. ELWES. 1s. 6d.
- Portuguese and English Dictionary.** By A. ELWES. 5s.

Lists of WEALE'S CLASSICAL SERIES on application.

LONDON: CROSBY LOCKWOOD & SON, 7 STATIONERS' HALL COURT, F.C.

MACMILLAN & CO.'S

NEW PUBLICATIONS AND TEXT-BOOKS FOR THE OXFORD AND CAMBRIDGE LOCAL EXAMINATIONS,
THE OXFORD AND CAMBRIDGE SCHOOLS EXAMINATIONS, LONDON UNIVERSITY,
AND COLLEGE OF PRECEPTORS EXAMINATIONS.

LATIN.

- MACMILLAN'S ELEMENTARY LATIN-ENGLISH DICTIONARY.** By Rev. G. H. NALL, M.A. 3s. 6d.
ENGLISH-LATIN AND LATIN-ENGLISH DICTIONARIES. By Prof. C. D. YONGE. Each sold separately, 3s. 6d.; or, complete, 7s. 6d.
MACMILLAN'S LATIN COURSE. By A. M. COOK, M.A., and W. E. P. PANTIN, M.A. FIRST PART, 3s. 6d. SECOND PART, 4s. 6d.
MACMILLAN'S SHORTER LATIN COURSE. Being an Abridgment of Macmillan's Latin Course. FIRST PART, 1s. 6d.; KEY, 4s. 6d. net. SECOND PART, 2s.; KEY, 4s. 6d. net.
MEISSNER'S LATIN PHRASE BOOK. Translated by H. W. AUDEN, M.A. 4s. 6d.
CÆSAR.—THE GALLO WAR. Edited by Rev. JOHN BOND, M.A., and Rev. A. S. WALPOLE, M.A. With Maps. 4s. 6d.
— **GALLIC WAR.** With Notes and Vocabulary. BOOKS II. and III. By Rev. W. G. RUTHERFORD, M.A. 1s. 6d. BOOK IV. By C. BRYANS, M.A. 1s. 6d.
CICERO.—FIRST CATILINE ORATION. With Notes and Vocabulary. By Rev. G. H. NALL, M.A. 1s. 6d.
— **CATILINE ORATIONS.** Edited by A. S. WILKINS. 2s. 6d.
— **DE SENECTUTE.** With Notes and Vocab. By E. S. SHUCKBURN, M.A. 1s. 6d.
EUTROPIUS. BOOKS I. and II. With Notes and Vocabulary, by W. WELCH, M.A., and C. G. DUFFIELD, M.A. 1s. 6d.
HORACE.—THE ODES. BOOKS II. and IV. With Notes and Vocabulary. By T. E. PAGE, M.A. 1s. 6d. each. Edited by T. E. PAGE, M.A. 2s. each.
— **EPISTLES AND ARS POETICA.** Edited by Prof. A. S. WILKINS, Litt. D. 5s.
JUVENAL.—THIRTEEN SATIRES. Edited by E. G. HARDY, M.A. 5s. The Text is carefully expurgated for School use.
LIVY. BOOK V. With Notes and Vocabulary. By M. ALFORD. 1s. 6d.
— **BOOK XXI.** With Notes and Vocabulary. By Rev. W. W. CAPES, M.A., and J. E. MELHUISH, M.A. 1s. 6d.
LUCRETIUS. BOOKS I.—III. Edited by J. H. WARBURTON LEE, M.A. 3s. 6d.
OVID.—METAMORPHOSES. XIII. and XIV. Edited by C. SIMMONS, M.A. 3s. 6d.
PHÆDRUS.—THE FABLES. With Notes and Vocabulary. By the Rev. G. H. NALL, M.A. 1s. 6d.
— **SELECT FABLES.** With Notes and Vocab. By A. S. WALPOLE, M.A. 1s. 6d.
PLAUTUS.—CAPTIVI. Edited by A. R. S. HALLIDIE, M.A. 3s. 6d.
TACITUS.—AGRICOLA AND GERMANIA. Edited by A. J. CHURCH, M.A., and W. J. BRODRIBB, M.A. 3s. 6d. Or separately, 2s. each.
— **HISTORIES.** BOOKS I. and II. Edited by A. D. GODLEY, M.A. 3s. 6d.
VIRGIL.—ÆNEID. BOOK I. With Notes and Vocabulary. By Rev. A. S. WALPOLE, M.A. 1s. 6d. BOOK I. By T. E. PAGE, M.A. 1s. 6d.
— **BOOK VI.** With Notes and Vocabulary. By T. E. PAGE, M.A. 1s. 6d.
— **With Notes and Vocabulary.** BOOK IX. By Rev. H. M. STEPHENSON, M.A. 1s. 6d. BOOK X. By S. G. OWEN, M.A. 1s. 6d.
— **BUCOLICS.** With Notes and Vocabulary. By T. E. PAGE, M.A. 1s. 6d.
— **GEORGICS.** BOOK IV. With Notes and Vocabulary. By T. E. PAGE, M.A. 1s. 6d.

GREEK.

- MACMILLAN'S GREEK COURSE.** Edited by the Rev. W. GUNION RUTHERFORD, M.A., LL.D., Headmaster of Westminster.
FIRST GREEK GRAMMAR. By the Rev. W. GUNION RUTHERFORD, M.A., LL.D. ACCIDENCE, 2s. SYNTAX, 2s. Together, 3s. 6d.
EASY EXERCISES IN GREEK ACCIDENCE. By H. G. UNDERHILL, M.A. 2s.
SECOND GREEK EXERCISE BOOK. By Rev. W. A. HEARD, M.A. 2s. 6d.
EASY EXERCISES ON THE FIRST GREEK SYNTAX. By the Rev. G. H. NALL, M.A. 2s. 6d.
ÆSCHYLUS.—PROMETHEUS VINCTUS. With Notes and Vocabulary. By Rev. H. M. STEPHENSON, M.A. 1s. 6d.
— Edited by E. E. SIKES, M.A., and St. S. B. WYNNE WILLSON, M.A. 2s. 6d.
— **SEVEN AGAINST THEBES.** School Edition. By A. W. VERRALL, Litt. D., and M. A. BAYFIELD, M.A. 2s. 6d.
DEMOSTHENES.—THE FIRST PHILIPPIC. Ed. by Rev. T. GWATKIN, M.A. 2s. 6d.
— **PHILIPPO I. and OLYNTHIOS I.—III.** Edited by J. E. SANDYS, Litt. D. 5s.
EURIPIDES.—ALCESTIS. With Notes and Vocabulary. By Rev. M. A. BAYFIELD, M.A. 1s. 6d. Edited by M. L. EARLE, Ph.D. 3s. 6d.
— **HIPPOLYTUS.** Edited by Rev. J. P. MAHAFFY, D.D., and J. B. BURY, M.A. 2s. 6d.
— **ION.** Edited by Rev. M. A. BAYFIELD, M.A. 2s. 6d.
— **MEDEA.** With Notes and Vocabulary. By Rev. M. A. BAYFIELD, M.A. 1s. 6d. Edited by A. W. VERRALL, Litt. D. 2s. 6d.
HOMER.—ODYSSEY. BOOK IX. Edited by Prof. JOHN E. B. MAYOR. 2s. 6d.
— **ILIAD.** Edited by W. LEAF, Litt. D., and Rev. M. A. BAYFIELD, M.A. BOOKS XIII.—XXIV. 6s.
— **BOOKS I., IX., XI., XVI.—XXIV.** The Story of Achilles. Edited by J. H. PRATT, M.A., and WALTER LEAF, Litt. D. 5s.
— **BOOK XXIV.** With Notes and Vocabulary. By W. LEAF, Litt. D., and Rev. M. A. BAYFIELD, M.A. 1s. 6d.
PLATO.—LAGOES. Edited by M. T. TATHAM, M.A. 2s. 6d.
— **EUTHYPHRO, APOLOGY, CRITO, and PHÆDO.** Translated by F. J. CHURCH. 2s. 6d. net.
XENOPHON.—ANABASIS. With Notes and Vocabulary. BOOK I. By E. A. WELLS, M.A. 1s. 6d. BOOK I. By Rev. A. S. WALPOLE, M.A. 1s. 6d. BOOK II. By Rev. A. S. WALPOLE, M.A. 1s. 6d. BOOK III. By Rev. G. H. NALL, M.A. 1s. 6d. BOOK IV. By Rev. E. D. STONE, M.A. 1s. 6d.

DIVINITY.

- S.—BOOK OF THE CATECHISM OF THE CHURCH OF ENGLAND.** By Rev. G. F. MACLEAR, D.D. 1s. 6d.
A FIRST CLASS-BOOK OF THE CATECHISM OF THE CHURCH OF ENGLAND. By Rev. G. F. MACLEAR, D.D. 6d.
AN ELEMENTARY INTRODUCTION TO THE BOOK OF COMMON PRAYER. By Rev. F. PROCTER and Rev. G. F. MACLEAR, D.D. 2s. 6d.
ST. LUKE'S GOSPEL. Greek Text, with Introduction and Notes. By Rev. J. BOND, M.A. 2s. 6d.
THE GOSPEL ACCORDING TO ST. MATTHEW. The Greek Text, with Introduction and Notes. By Rev. A. SLOMAN. 2s. 6d.
AN INTRODUCTION TO THE CREEDS. By Rev. G. F. MACLEAR, D.D. 3s. 6d.
THE ACTS OF THE APOSTLES. The Greek Text, with Notes. By T. E. PAGE, M.A. 3s. 6d.
— The Authorized Version. With Notes by T. E. PAGE, M.A., and Rev. A. S. WALPOLE. 2s. 6d.

SCIENCE.

- ELEMENTARY GENERAL SCIENCE.** By A. T. SIMMONS, B.Sc., and L. M. JONES, B.Sc. 3s. 6d.

ENGLISH.

- ENGLISH GRAMMAR: PAST AND PRESENT.** By J. C. NESFIELD, M.A. 4s. 6d.
CHAUCER.—SELECTIONS FROM CANTERBURY TALES. With Introduction and Notes. By H. CORSON, LL.D. 4s. 6d.
LAMB.—THE ESSAYS OF ELIA. FIRST SERIES. With Introduction and Notes. By N. L. HALLWARD, M.A., and S. C. HILL, B.A. 3s.; sewed, 2s. 6d.
— **TALES FROM SHAKESPEARE.** With Introduction by Rev. A. AINGER, LL.D., Canon of Bristol. 2s. 6d. net.
MACAULAY.—LAYS OF ANCIENT ROME. With Introduction and Notes. By W. T. WEBB, M.A. 1s. 9d.
— **ESSAY ON WARREN HASTINGS.** With Introduction and Notes. By K. DEIGHTON. 2s. 6d.
MASSON.—LIFE OF MILTON. Vol. VI., pp. 1-161, 222-272, 561-605. 7s. 6d. net. (Specially printed for the University of London Intermediate Examination.)
MILTON.—POETICAL WORKS. Edited by DAVID MASSON. 3s. 6d.
POPE.—ESSAY ON MAN. EPISTLES I.—IV. With Introduction and Notes. By Prof. E. E. MORRIS. 1s. 3d.; sewed, 1s.
SCOTT.—MARMION AND THE LORD OF THE ISLES. By F. T. PALGRAVE. 1s.
SHAKESPEARE. With Introduction and Notes. By K. DEIGHTON. TWELFTH NIGHT. 1s. 9d.—CORIOLANUS. 2s. 6d.; sewed, 2s.—RICHARD II. 1s. 9d.—THE MERCHANT OF VENICE. 1s. 9d.
SWIFT.—GULLIVER'S TRAVELS. With Preface by Sir H. CRAIK, K.C.B. 6s.

FRENCH AND GERMAN.

- MOLIÈRE.—LES FEMMES SAVANTES.** Edited by G. E. FASNACHT. 1s.
— **L'AVARE.** Edited by L. M. MORIARTY, B.A. 1s.
— **LE BOURGEOIS GENTILHOMME.** With Notes. By L. M. MORIARTY, B.A. 1s. 6d.
SAND, GEORGE.—LA MARE AU DIABLE. Edited by W. E. RUSSELL, M.A. 1s.
MACMILLAN'S PROGRESSIVE FRENCH COURSE. By G. E. FASNACHT. FIRST YEAR, 1s. Supplementary Exercises to First Year, 1s. SECOND YEAR, 2s. THIRD YEAR, 2s. 6d. KEYS, 4s. 6d. net each.
MACMILLAN'S PROGRESSIVE FRENCH READERS. By G. E. FASNACHT. FIRST YEAR, 2s. 6d. SECOND YEAR, 2s. 6d.
MACMILLAN'S FRENCH COMPOSITION. By G. E. FASNACHT. PART I., 2s. 6d. KEY, 4s. 6d. net. PART II., 5s. KEY, 5s. net.
MACMILLAN'S SELECTION OF FRENCH IDIOMS. Compiled by Madame PH. PLAN. With a Preface by F. F. ROGET. 3s. 6d.
A FRENCH GRAMMAR FOR SCHOOLS. By G. E. FASNACHT. 2s. 6d.
A COMPENDIOUS DICTIONARY OF THE FRENCH LANGUAGE. By Prof. ALFRED ELWALL and GUSTAVE MASSON. 3s. 6d.
THE STUDY OF FRENCH ACCORDING TO THE BEST AND NEWEST SYSTEMS. By Prof. ALFRED E. EUGÈNE and H. E. DUMIAUX. 3s. 6d.
EXERCISE BOOKS. in 8 Parts, 6d. each.
LESSING.—MINNA VON BARNHELM. Edited by Rev. C. MERR. 2s. 6d.
SCHILLER.—MARIA STUART. Edited by C. SHREDON, Litt. D. 2s. 6d.
— **WILHELM TELL.** Edited by G. E. FASNACHT. 2s. 6d.
— **WALLENSTEIN, DAS LAGER.** Edited by H. B. COTTERILL, M.A.
— **DIE JUNGFRAU VON ORLEANS.** Edited by JOSEPH GISTWICK. 2s. 6d.
A GERMAN PRIMER. By OTTO SIEPMANN. 3s. 6d.
MACMILLAN'S PROGRESSIVE GERMAN COURSE. By G. E. FASNACHT. FIRST YEAR, 1s. 6d. SECOND YEAR, 1s. 6d. KEYS, 4s. 6d. net each.
MACMILLAN'S PROGRESSIVE GERMAN READERS. By G. E. FASNACHT. FIRST YEAR, 2s. 6d.
MACMILLAN'S GERMAN COMPOSITION. By G. E. FASNACHT. PART I. 2s. 6d. KEY, 4s. 6d. net.
A COMPENDIOUS GERMAN AND ENGLISH DICTIONARY. By Prof. WHITNEY and A. H. EDGREN. 5s. GERMAN-ENGLISH. 3s. 6d.
COMMERCIAL GERMAN. By F. C. SMITH. 3s. 6d.

HISTORY AND GEOGRAPHY.

- RICHELIEU.** By RICHARD LODGE, M.A. 2s. 6d.
ELIZABETH. By E. S. BEESLY. 2s. 6d.
A SHORT HISTORY OF THE ENGLISH PEOPLE. By J. R. GREEN, LL.D. With Analysis. PART II., 1265-1540. PART III., 1540-1689. 3s. each.
A HISTORY OF ROME TO THE BATTLE OF ACTIUM. By E. S. SHUCKBURN, M.A. 3s. 6d.
A HISTORY OF ROME FOR BEGINNERS. By E. S. SHUCKBURN, M.A. 3s. 6d.
THE HISTORY OF ROME. From the Earliest Times to the Period of its Decline. By Professor THEODOR MOMMSEN. Translated by W. P. DICKSON, D.D., LL.D. In Five Vols., crown 8vo (each sold separately, 7s. 6d.), 37s. 6d. Also, an ABRIDGED EDITION for the use of Schools and Colleges. By C. BRYANS and F. J. R. HENDY. One Vol., 7s. 6d.
THE HISTORY OF GREECE. From the Earliest Times to the Suppression of the Messenian Rebellion. From the German of Professor MAX DÜNKER. In Two Vols., 15s. each.
A PRIMER OF THE HISTORY OF GREECE. By C. A. FYFFE, M.A. 1s.
A PRIMER OF THE HISTORY OF ROME. By Bishop CREIGHTON, D.D. 1s.
A HISTORY OF ENGLAND FOR BEGINNERS. By A. B. BUCKLEY. 3s.
HISTORY OF ENGLAND. By EDITH THOMPSON. 2s. 6d.
COMMERCIAL GEOGRAPHY. By E. C. K. GOSNER, M.A. 3s.
A SHORT GEOGRAPHY OF THE BRITISH ISLANDS. By JOHN RICHARD GREEN, LL.D., and A. S. GREEN. With Maps. 3s. 6d.
GEOGRAPHY OF THE BRITISH ISLES. By Sir A. GEIKIE. 1s.
THE ELEMENTARY SCHOOL ATLAS. By J. BARTHOLOMEW. 1s.
CLASS-BOOK OF GEOGRAPHY. By C. B. CLARKE. 2s. 6d.; sewed, 2s.
CLASS-BOOK OF GENERAL GEOGRAPHY. By H. R. MILL. 3s. 6d.
GEOGRAPHY OF EUROPE. By J. SINE, M.A. 2s.
ELEMENTARY GEOGRAPHY OF THE BRITISH COLONIES. By GEORGE M. DAWSON, LL.D., and A. SUTHERLAND, M.A. 2s.

MACMILLAN & CO., LIMITED, ST. MARTIN'S STREET, LONDON, W.C.

present lecturer in the same subject in Owens College, Manchester; Lecturer in Chemistry, E. H. Tripp, Ph.D.; Lecturer in Building Construction, &c., W. Leicester.

THE Aberdeen University Court has appointed Mr. Charles Sanford Terry, M.A., to the newly-established Lectureship in History in the University. Mr. Terry, who is thirty-four years of age, was educated at King's College School, London, Lancing College, and at Clare College, Cambridge, where he graduated in Honours in the History Tripos, 1886. Since 1890 he has been Lecturer in History in the Durham College of Science, Newcastle-on-Tyne. The appointment has been made for five years, and the stipend is £200 per annum.

MR. FLETCHER MOULTON'S election will, says the *Westminster Gazette*, augment the intellectual strength of the House of Commons by the addition to its ranks of a Senior Wrangler. Mr. Moulton is the only Senior Wrangler in the House of Commons, as Lord Rayleigh, since the death of the late Duke of Devonshire, is the only Senior Wrangler in the House of Lords. The House of Commons can boast of two Second Wranglers in Mr. Courtney and Sir John Gorst, and of a Third Wrangler in Mr. Parker Smith.

THE Lords of the Committee of Council on Education have appointed Mr. Walter Crane to the Principalship of the Royal College of Art at South Kensington, vacant by the retirement of Mr. Sparkes.

At the Yorkshire College, Victoria University, the Council has appointed Dr. Chadwick to the Professorship of Materia Medica, in the place of Dr. Barrs, who was recently appointed Professor of Medicine in the College.

THE States of Guernsey have appointed Mr. J. A. Munday, late Organizing Inspector of the Diocese of Winchester, to superintend the reorganization of the primary schools in Guernsey.

MISS MARY PHILLIMORE, assistant-mistress in the Ladies' College, Cheltenham, has been appointed Headmistress of the High School, York.

DR. OGILVIE, H.M.I. of the Southern Division of Scotland, has been specially permitted to extend his service for one year beyond the sixty-five limit.

THE Lords of the Committee of Council on Education have received a request on behalf of the Hungarian Government for a selection of works for which awards have been made in the national competition of this year, to be sent on loan, at the expense of the Hungarian Government, for exhibition in the new Industrial Art Museum at Buda Pest, and their lordships have promised to afford every facility. The schools of art are being asked to state in each case whether works may be sent.

TWO out of the three Fellowships at the Victoria University this summer have fallen to women—Miss L. W. Faraday and Miss L. Winstanley.

COUNCILLOR ROTHWELL, of Manchester, has given to Owens College a permanent endowment of £100 per annum for a Chair of Political Economy. The Lecturer in this subject will now be raised to the dignity of a Professor.

HER MAJESTY'S Commissioners for the Exhibition of 1851 have awarded Louis Napoleon George Filon, M.A. London, a Science Research Scholarship for 1898. A scholarship for the second year has been granted to Percy Williams, B.Sc. London. These scholarships are for the purpose of study and research in some branch of science the extension of which is important to the industries of the country.

THE *Times* says: "The Chantry Chapel of Winchester College has just been enriched by several handsome gifts. The old east window, which at the time of the Reformation was taken out and placed in Thurburn's Chantry, and afterwards replaced in Fromond's Chantry in a haphazard style, has now been restored to its original design, as far as that was possible after such a lapse of time. The cost of this work has been borne by Dr. Fearon, the Headmaster of the College, who has also given two carved figures of Gabriel and Michael to the chantry.

(Continued on page 532.)

**The
Educational
Supply
Association,
Limited,
School
Stationers,
Publishers,
and
School
Furnishers,**

**42 Holborn
Viaduct,
London,
Manufacture
and
Supply
Every
School
Requisite
Promptly and
Cheaply.**

**CONTRACTORS TO MOST OF THE PUBLIC AND
SECONDARY SCHOOLS**

THROUGHOUT THE COUNTRY,

INCLUDING:

*Bradfield College, Reading.
Cheltenham College.
Cheltenham Ladies' College.
Christ's Hospital, London.
City of London School.
Clergy Orphan School, Canterbury.
Dulwich College (Alley's School).
Mary Datchelor's School, Camberwell.
Grocers' Company's School.
Harrow School.
King's School, Canterbury.
Lady Owen's School, Islington.
Oxford Military College.
Parmiter's School, Victoria Park, E.
St. Paul's School, Hammersmith.
South-Eastern College, Ramsgate.
St. Dunstan's College, Catford.
Surrey County School.
The Mercers' School, Barnard's Inn.
Weymouth College.
Wilson's Grammar School, Camberwell.*

THE EDUCATIONAL SUPPLY ASSOCIATION, Ltd., 42 Holborn Viaduct, London.

CASSELL'S EDUCATIONAL WORKS.

Specimen Copies will be forwarded to Teachers on receipt of half the published price.

Some Reasons why Cassell's Dictionaries are the best:—

CASSELL'S FRENCH DICTIONARY (515th Thousand, price 3s. 6d.) is the best because it contains more words, more idiomatic phrases, more equivalent terms, and more proverbial expressions than any other French Dictionary of the same price, and because it is printed in bold, clear type; because it is well bound; and, lastly, because it is thoroughly revised according to the latest Dictionary of the French Academy.

"Cassell's French Dictionary" has become a standard work in this country, being used in the best schools, recommended by many of the first professors of the day, and generally found a reference book of the highest value and importance."—*Daily Chronicle*.

CASSELL'S GERMAN DICTIONARY (222nd Thousand, price 3s. 6d.) is the best because it not only contains the exact meaning of every word, but also copious explanations and illustrations of the different ways in which each word may be used. There is a valuable chapter on pronunciation, a complete list of irregular verbs with their conjugations, and a list of words with the orthography assigned by the Prussian Minister of Education to be taught in Prussian schools.

"To say this is the best of the smaller German Dictionaries in the field is faint praise."—*Journal of Education*.

CASSELL'S LATIN DICTIONARY (112th Thousand, price 3s. 6d.) is the best because it contains everything that a student of Classical Latin can require. It contains a large number of quotations to illustrate construction and usage, historical and geographical notices, and interesting and authoritative etymologies. The different types used, their arrangement, and the whole system of classification, are most valuable for reference purposes.

"Cassell's Latin Dictionary" is the handiest, the most useful, and certainly the very cheapest, to be met with."—*Rock*.

CASSELL'S ENGLISH DICTIONARY (20th Thousand, price 3s. 6d.) is the best because—

"In addition to the clear arrangement, legible type, and other advantages of the book, it is provided with a common-sense scheme of pronunciation, includes a large number of scientific words, and does not neglect Americanisms, provincialisms, archaic words, phrases, and nonce-words, or words coined for a special occasion. An excellent dictionary."—*Pail Mail Gazette*.

Parts I. and II., each containing 248 pp., crown 8vo, cloth, Cheap Edition, price 1s. 6d. each. Complete in One Vol., 496 pp., 2s. 6d. KEY, 1s. 6d.

CASSELL'S LESSONS IN FRENCH. By LOUIS FASQUELLE, LL.D. Revised by Prof. DE LOIME, and corrected according to the latest edition of the Dictionary of the French Academy, and considerably Enlarged, by Prof. E. ROUBAUD, B.A. Paris.

"The student who wishes to obtain a thorough knowledge of French, whether for examination purposes or in order to be able to write and speak the language, cannot do better than work through the course set forth in these books."—*School Times*.

CASSELL'S ITALIAN LESSONS. With Exercises and Passages for Translation. By A. J. BUTLER. Cheap Edition. Price 2s.

"This excellent little volume, being intended for self-tuition, is admirably adapted for its purpose."—*The Athenaeum*.

THE NEW LATIN PRIMER. By Prof. J. P. POSTGATE. 2s. 6d.

"The book ought to take the place of many Latin manuals."—*Academy*.
"A more concise, comprehensive, and intelligible grammar for the use of all but advanced students of Latin cannot be desired."—*Notes and Queries*.

THE FIRST LATIN PRIMER. By the same Author. 1s.

LATIN PROSE FOR LOWER FORMS. Being a Series of Exercises adapted to the NEW and FIRST LATIN PRIMERS. By M. A. BAYFIELD, M.A. 2s. 6d.

Just Published. Price 2s. 6d.

THE YOUNG CITIZEN

Or, Lessons in Our Laws.

By H. F. LESTER, B.A.

Fully Illustrated and handsomely bound in Cloth.

(Also issued in Two Parts, under the title of "Lessons in Our Laws," 1s. 6d. each.)

The *Teachers' Aid* says:—

"Written in a graphic and interesting style, and conveys a sound conception of our various legal institutions."

The *Bradford Observer* says:—

"A most serviceable text-book—serviceable not only to school-children, but to many older persons who know but little of the fabric of English government."

Just Published. Price 5s.

A HISTORY OF ENGLAND. By H. O. ARNOLD-FORSTER, M.P., Author of "The Citizen Reader," "The Laws of Everyday Life," "This World of Ours," &c. Fully Illustrated. Extra crown 8vo, over 800 pages, bound in cloth.

The *Daily Mail* says:—"The 'History of England,' by H. O. Arnold-Forster, M.P., which Messrs. Cassell have just issued at 5s., has all the ingredients which go to the formation of a **universally popular work**. While it is certain to become a **standard history book in schools**, it is at the same time most conveniently arranged for use in the home as a dependable book to be referred to in all matters of historical fact, and it is also written so clearly and attractively that it may be read right through merely for its interest as a straightforward and comprehensive narrative."

BLACKBOARD DRAWING. By W. E. SPARKES.

With 52 full-page Illustrations by the Author. Demy 4to, cloth. In exact accordance with the Syllabus recommended in the recent Departmental Report on the Pupil-Teacher System. Price 5s.

HOW TO DRAW FROM MODELS AND COMMON OBJECTS. By W. E. SPARKES, Art Master, Borough Road Training College. With 184 Figures in 44 Plates by the Author. Price 3s.

HOW TO SHADE FROM MODELS, COMMON OBJECTS, AND CASTS OF ORNAMENT. With 25 Plates by the Author. By W. E. SPARKES. Price 3s. (Fourth Edition.)

CASSELL'S APPROVED METRIC CHARTS (Two-coloured Sheets, just published, unmounted, 1s. each; mounted on linen, with rollers, 3s. each; two Charts mounted on one Sheet, with rollers, 5s.) have been recommended for use in schools, &c., by Sir Samuel Montagu, Sir Albert Rollit, Sir H. Stafford Northcote, and other leading scientific and commercial men.

THIS WORLD OF OURS. By H. O. ARNOLD-FORSTER, M.P. Being an Introduction to the Common-sense Study of Geography. A Manual of Physiography, Geology, and Commercial Geography. Fully Illustrated. Cheap Edition. Price 2s. 6d.

"This book, we do not hesitate to say, should be in the possession of every teacher of geography, and of every schoolboy of thirteen and upwards whose parents can afford to buy it."—*School Guardian*.

THE WORLD'S LUMBER ROOM. By SELINA GAYE. With 57 Illustrations. Cheap Edition. Price 1s. 6d.

"A charming little volume, full of all sorts of odds and ends of natural science."—*Guardian*.

SHORT STUDIES FROM NATURE. By Dr. ROBERT BROWN and others. Price 2s.

"Short Studies from Nature" is a delightful little book of popular science by various writers of eminence in their several departments."—*Daily Telegraph*.

Specimen Pages of the above works will be sent, together with Cassell's Educational Catalogue, post free on application

CASSELL & COMPANY, LIMITED, LUDGATE HILL, LONDON.

Besides this, Dr. Fearon has presented four new side windows, and has, in addition, defrayed the expense of redecorating the richly groined roof. The Rev. W. P. Smith, one of the College chaplains, has placed a splendid brass lectern in the chantry, and these gifts, following on Dr. Freshfield's beautiful reredos, have completed one of the finest interiors in the city."

THE trustees of the British Museum have appointed Professor E. Ray Lankester, F.R.S., Linacre Professor of Human and Comparative Anatomy in the University of Oxford, to be Director of the Natural History Department, in the room of Sir William Flower, who retires at the end of this month.

MR. SIBSON, assistant-master at Sir W. Turner's School, Coatham, has been appointed to the Headmastership of King Henry VIII. School, Abergavenny.

THE private secretary to the Principal of Cheltenham College has been arrested in consequence of defalcations and forgery. The prisoner attempted suicide.

MR. HARE, of Wymondham, has been appointed to the Headmastership of Swaffham Grammar School.

THE following appointments have been made on the staff of the West Ham Technical Institute:—Lecturer in Physics and Mathematics, Mr. S. G. Starling, B.Sc.; Assistant, Art Department, Mr. M. Lawrence; Demonstrator in Physics, Mr. J. Tomkin; Demonstrator in Chemistry, Mr. F. H. Streatfeild.

MR. MURRAY announces "Sermons to Young Boys" by the Rev. F. de W. Lushington, of Elstree School.

IN memory of the Rev. W. J. Humphrey, who met with his death in West Africa in March last, it has been decided to give a yearly prize, to be called the "Humphrey Prize," for English literature, at the Kingston Grammar School, at which he was formerly a master.

THE post of Headmistress of the Abbas Girls' School, Cairo, has been filled up by the appointment of Miss K. J. Johnstone, at present Headmistress of the Cambray School (Ladies' College), Cheltenham.

WE greatly regret to hear, as we are going to press, of the death of Mary Sheldon Barnes, late Assistant Professor of History in the Leland Stanford University, and wife of Prof. Earl Barnes, who has recently lectured on "Child Study" in London. Mr. and Mrs. Barnes have been greatly esteemed by those who have learnt to know them during their residence in London, and the many teachers who heard Prof. Barnes at Burlington House will extend to him their sympathy. Mrs. Barnes (as Mary Sheldon) was the author of valuable text-books for the study of history, and her visit to Europe was undertaken partly with the view of revising these works.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

The Executive Committee of the Council will meet on the 29th inst. to settle the Programme for the General Congress in January, 1899, for discussion by the Central Guild and Branches previous to their appointment of Representatives to the Congress, and to transact other business.

CENTRAL GUILD.—LONDON SECTIONS.

Tuesday, September 27, 8 p.m.—Section C. Lecture by H. B. Garrod, M.A., on "Dante's 'Commedia' and its Main Teachings," at 74 Gower Street, W.C. Open to all Sections.

Friday, September 30, 8 p.m.—Section B. Lecture by Mrs. Bryant D.Sc., probably on "School Curriculum," at University Hall, Gordon Square, W.C. Open to all Sections.

(Continued on page 534.)

RUDDIMAN JOHNSTON & CO., LTD.,

26 CHARTERHOUSE SQUARE, LONDON,

Publishers of

WALL MAPS, ATLASES, DIAGRAMS, AND PRINTS.

The Publications of RUDDIMAN JOHNSTON & CO. have secured a world-wide reputation for accuracy.

POLITICAL AND PHYSICAL WALL MAPS.

Clear, well mounted, and corrected up to date.
With Names or without Names.
Size, 58 inches by 48 inches. Price 12s. each.

ATLASES.

Sixpenny and Shilling Atlases.
Student's Reference Atlas. Price 5s.
The Bible Atlas. Price 6d.

HUMAN ANATOMY AND PHYSIOLOGY.

Details accurate and distinct.
Four Sheets.
Size, 58 inches by 48 inches. Price 12s. each.

CLASSICAL SCHOOL MAPS.

Italia Antiqua and Graecia Antiqua.
Modern Names in small type,
underneath the Classical Names.
Size, 58 inches by 48 inches. Price 12s. each.

ALL PUBLICATIONS ARE
UP TO DATE.

ILLUSTRATED CATALOGUE AND PARTICULARS POST FREE ON APPLICATION TO

RUDDIMAN JOHNSTON & CO., Limited, 26 Charterhouse Square, London.

Williams & Norgate's List.

THE FRENCH LANGUAGE.

DELBOS. — THE STUDENT'S GRADUATED FRENCH READER, for the use of Public Schools. I. First Year:—Anecdotes, Tales, Historical Pieces. Edited with Notes and a complete Vocabulary. by LÉON DELBOS, M.A., late of King's College, London. Eleventh Edition. 166 pages. Crown 8vo, cloth 2s.

DELBOS. — THE STUDENT'S GRADUATED FRENCH READER, for the use of Public Schools. II. Second Year:—Historical Pieces and Tales. Edited with notes by LÉON DELBOS, M.A., late of King's College, London. Sixth Edition. 180 pages. Crown 8vo, cloth, 2s.

"It would be no easy matter to find a French reader more completely satisfactory in every respect than that of M. Delbos."—*Athenæum*.

"This is a very satisfactory collection from the best authors, selected with great care, and supplied with adequate notes. . . . A thoroughly good book of this kind should, in fact, be calculated to inspire a taste for literature in the student's mind. The volumes edited by M. Delbos fairly meet this requirement."—*Journal of Education*.

"The notes are critical and explanatory. The book is well printed and excellently got up."—*Educational Times*.

DELBOS. — LITTLE EUGÈNE'S FRENCH READER. For Beginners. Anecdotes and Tales. Edited, with Notes and a complete Vocabulary. Second Edition. Crown 8vo, cloth, 1s. 6d.

VICTOR HUGO. — LES MISÉRABLES.—Les Principaux Épisodes. Edited, with Life and Notes, by J. BOILLÉ, Senior French Master, Dulwich College. 2 Vols. Crown 8vo, cloth, each 3s. 6d.

"A worthy addition to our stock of French reading books, which will be welcomed by numberless masters. . . . M. Boillé's notes are full and to the point, his philology sound, and his translations idiomatic."—*Journal of Education*.

VICTOR HUGO. — NOTRE DAME DE PARIS. Adapted for the use of Schools and Colleges. By J. BOILLÉ, B.A., Senior French Master, Dulwich College. 2 Vols. Crown 8vo, cloth, each 3s.

"Equipped in the same excellent manner as the same author's 'Misérables.' . . . Makes an admirable school book."—*Scotsman*.

FOA (Madame Eugénie). — CONTES HISTORIQUES. (Chagrin de Louis XV—Bertrand Duguesclin—Dupuytren—Grétry—Greuze.) With Idiomatic Notes by G. A. NEVEU. Third Edition. Cloth, 2s.

FLEURY'S HISTOIRE DE FRANCE, racontée à la Jeunesse. Edited for the use of English Pupils, with Grammatical Notes, by AUGUSTE BELJAME. Second Edition. 12mo, cloth, 3s. 6d.

GRAMMARS AND EXERCISES.

FOR PUBLIC SCHOOLS WHERE LATIN IS TAUGHT.

EUGÈNE'S THE STUDENT'S COMPARATIVE GRAMMAR OF THE FRENCH LANGUAGE, with an Historical Sketch of the Formation of French. For the use of Public Schools. With Exercises. By EUGÈNE FASSNACHT, late French Master, Westminster School. Fifteenth Edition, thoroughly Revised. Square crown 8vo, cloth, 5s. Or, separately, Grammar, 3s.; Exercises, 2s. 6d.

"In itself this is in many ways the most satisfactory grammar for beginners that we have as yet seen."—*Athenæum*.

EUGÈNE'S FRENCH METHOD.—Elementary French Lessons. Easy Rules and Exercises preparatory to the "Student's Comparative French Grammar." By the same Author. Eleventh Edition. Crown 8vo, cloth, 1s. 6d.

"Certainly deserves to rank among the best of our elementary French exercise books."—*Educational Times*.

EUGÈNE'S COMPARATIVE FRENCH-ENGLISH STUDIES, GRAMMATICAL AND IDIOMATIC. Being an entirely Re-written Edition of the "French Exercises for Middle and Upper Forms." Tenth Edition. Cloth, 2s. 6d.

BOILLÉ (JAMES). — FRENCH COMPOSITION THROUGH LORD MACAULAY'S ENGLISH.—Edited, with Notes, Hints, and Introduction, by JAMES BOILLÉ, B.A., Univ. Gall, Senior French Master, Dulwich College, &c. &c. Crown 8vo, cloth.

Vol. I. **Frederick the Great**, 3s.

Vol. II. **Warren Hastings**, 3s. 6d.

Vol. III. **Lord Clive**, 3s.

"This, we may say at once, is an exceedingly useful idea, well carried out, and one of the best things of its class that we have seen. . . . We can pronounce the equivalence of the idioms recommended to be quite unusually just."—*Saturday Review*.

DELBOS (Prof. Léon). — THE STUDENT'S FRENCH COMPOSITION, on an entirely New Plan. With Introduction and Notes. (In use at Harrow, Eton, &c.) Crown 8vo, cloth, 3s. 6d.

DELBOS (Prof. Léon). — NAUTICAL TERMS IN ENGLISH AND FRENCH. With Notes and Tables. By LÉON DELBOS, of H.M.S. Britannia, Dartmouth. Third Improved and Enlarged Edition. Crown 8vo, cloth, 5s. net.

ROGET (F. F.). — AN INTRODUCTION TO OLD FRENCH. By F. F. ROGET, of Geneva University, Late Tutor for Comparative Philology, Edinburgh. History, Grammar, Chrestomathy, and Glossary. Second Edition, with Map of French Dialects. Crown 8vo, cloth, 6s.

ROGET (F. F.). — FIRST STEPS IN FRENCH HISTORY, LITERATURE, AND PHILOLOGY. For Candidates for the Scottish Leaving-Certificate Examinations, the various Universities' Local Examinations, and the Army Examinations. Crown 8vo, cloth, 5s.

THE GERMAN LANGUAGE.

WEISSE'S COMPLETE PRACTICAL GRAMMAR OF THE GERMAN LANGUAGE. With Exercises on Conversation, Letters, Poems, and Treatises, &c. Fourth Edition, almost entirely Re-written. Crown 8vo, cloth, 6s.

"We have no hesitation in pronouncing this the fullest and most satisfactory German Grammar yet published in England."—*Journal of Education*.

WEISSE'S SHORT GUIDE TO GERMAN IDIOMS. Being a Collection of the Idioms most in use. With Examination Papers. 8vo, cloth, 2s.

MÖLLER (A.). — A GERMAN READING BOOK. A Companion to Schlutter's "German Class Book." New Edition. Corrected to the Official German Spelling. With a Complete Vocabulary. 12mo, cloth, 2s.

HEIN'S GERMAN EXAMINATION PAPERS. Comprising a Complete Set of German Papers set at the Local Examinations in the four Universities of Scotland. By G. HEIN, Aberdeen Grammar School. Crown 8vo, cloth, 2s. 6d.

A SHORT SKETCH OF GERMAN LITERATURE. Prepared for the Scottish Leaving-Certificate Examinations. By VIVIAN PHILLIPS, B.A., Fettes College. Thoroughly Revised. Second Edition. Pott 8vo, 1s.

ULRICH'S GERMAN SERIES.

REVISED BY JOHN GIBSON, M.A.

Part II. SYNTAX. Crown 8vo, cloth, 1s.

Part III. COMPOSITION. Containing Thirty-Two Pieces from the best English Authors, and their Translation into German. Crown 8vo, cloth, 1s.

ULRICH'S GERMAN CLASSICS:—

Schiller's *Wilhelm Tell*.

" *Jungfrau von Orleans*.

" *Wallensteins Tod*.

" *Neffe als Onkel*.

Sewed, 9d. net; cloth, 1s. net.

Goethe's *Faust*.

" *Gotz von Berlichingen*.

Lessing's *Nathan der Weise*.

Cloth, 1s. 6d. net.

ULRICH'S GERMAN PROSE, with Notes on Syntax and Translation, followed by a Complete Vocabulary. By ANTON J. ULRICH, Master of Modern Languages at the King's School, Warwick. Revised by JOHN GIBSON, M.A. Crown 8vo, cloth, 2s. 6d.

"A cheap and useful little volume."—*Journal of Education*.

"This is a distinctly good composition book."—*Guardian*.

"The selections for translation are admirable in every way."—*Educational Review*.

NOTE.—*Mr. Ulrich's School Books obtained a Silver Medal at the Antwerp Exhibition.*

ARMY SERIES.

EDITED BY J. T. W. PEROWNE, M.A.

LE COUP DE PISTOLET, &c. By PROSPER MÉRIMÉE. 2s. 6d.

"The first two volumes are an excellent choice, and we advise any one, whether candidate or lay, to purchase the volume of Mérimée."—*Journal of Education*.

VAILLANTE. By JACQUES VINCENT. 2s. 6d.

"The books are well got up, and in 'Vaillante' an excellent choice has been made."—*Guardian*.

AUF VERLORNEM POSTEN, AND NAZZARENA DANTI.

By JOHANNES V. DEWALL. 3s.

"The two stories by J. v. Dewall are well suited for their purpose; the style and diction are not too difficult for those whose acquaintance with German is not extensive, and ample explanatory annotation is provided."—*Saturday Review*.

CONTES MILITAIRES. By A. DAUDET. 2s. 6d.

"Written at fever heat immediately after the great 1870 war, they show Daudet's power in many ways at its highest. . . . We therefore do more than recommend—we urge—all readers of French to get the stories in some form, and the present one is both good and cheap. The paper is excellent, and the type clear and bold. . . . A neat map of Paris will assist the reader in following the movement of the stories."—*The Schoolmaster*.

ERZÄHLUNGEN. By E. HOEFER. 3s.

SCHOOL DICTIONARIES.

Uniform in Binding. Price 3s. 6d.

JAMES (William) and O. STOFFEL. — GERMAN-ENGLISH AND ENGLISH-GERMAN DICTIONARY. Complete Grammatical Dictionary of the German and English Languages. 1,009 pp. 8vo. 34th Edition. Special cloth binding.

JAMES (William) and A. MOLÉ. — FRENCH-ENGLISH AND ENGLISH-FRENCH DICTIONARY. With Tables of Irregular Verbs. 1,000 pp. 15th Edition. Crown 8vo. Special cloth binding.

LARSEN (A.). — DANISH, NORWEGIAN, AND ENGLISH DICTIONARY. Third Revised and Enlarged Edition. 638 pp. Large 8vo, strongly bound, half roan. Price 12s. 6d.

WILLIAMS & NORGATE,

14 Henrietta Street, Covent Garden, London; 20 South Frederick Street, Edinburgh; and 7 Broad Street, Oxford.

Arrangements are being made for the next Teachers' Guild Lecture on Tuesday, October 11.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—

Presented by the Commissioner of Education, Washington:—Report for the year 1896-97. Vol. I.

Presented by Messrs. Blackie & Son:—*A New Sequel to Euclid*, Part I., by J. W. Dilworth; Selections from Taine, edited by F. Storr.

Presented by Messrs. Whittaker & Co.:—*A School Geography*, by C. Bird; *The School Calendar for 1898-99*.

Purchased:—Return of the Pupils in Public and Private Secondary and Other Schools, 1897.

PRIZE COMPETITIONS.

HOLIDAY PRIZES.

Not less than £5, and up to £10, in prizes will be given for the best performances in the following subjects:—

1. A descriptive review of any recent French or German work bearing directly, or indirectly, on education.
2. A cento sonnet on the lines of—
"A violet by a mossy stone;"
"A yellow primrose was to him;"
"But, Oh, the difference to me!"
3. An anagram on the name of any character in Shakespeare.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by Sept. 16th, addressed "Prize Editor," JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

HOLIDAY COURSE FOR SCHOOL MUSIC TEACHERS.—This course, now in its twenty-third year, has just closed, and the Tonic Sol-fa College authorities have been pleased by its success. There were no American students this year; but a lady came from Hanover, and all the four kingdoms were well represented. The aim is to train the ear and to give pedagogic skill. A class of children is handled daily by the students, who give singing lessons to them under the guidance of the professor. Similarly, the students conduct an orchestra and a choir, write down chords played to them on the piano, work at harmony, counterpoint, sight-singing, and orchestration, learn to discriminate the vocal registers and to produce the voice purely and naturally. Kindergarten methods in music teaching were also studied. The professors included Dr. McNaught, Messrs. Venables, Oakey, Filmer Rook, &c., Mr. Curwen and Mr. Griffiths having the general oversight.

THE METRIC SYSTEM.—Mr. Balfour received at the House of Commons, last month, a largely signed memorial, presented at the instance of the Decimal Association, on the motion of Sir Samuel Montagu, seconded by Lord Kelvin, asking that in the Custom House, Post Office, and other public Departments the Government should use the metrical system or give the equivalents of English weights and measures in the metrical proportions. The memorial is signed by 14 peers, 62 members of the House of Commons, trades unions representing 150,982 members, 205 merchants and manufacturers, 43 warehousemen, 39 book-keepers and clerks, 8 shipbuilders and ship-owners, 26 chartered accountants, 58 engineers, 21 institutions representing 5,273 members, 86 chemists, 12 bankers, 37 clergymen and solicitors, 329 School Boards, heads of colleges, professors, &c., and 84 unclassified. Mr. Balfour promised to consider the matter with a view to ascertaining what could be done to meet the views of the memorialists.

RESPONSIBILITIES OF SCHOOL GOVERNORS.—A meeting of the governors of Spalding Grammar School was held on Saturday last, when a letter was read from the Charity Commissioners, stating they did not feel justified in allowing the loss which occurred by the dishonesty of the clerk, who absconded after embezzling £150, to fall upon the charity, the Commissioners holding that the governors, by their laxity of administration, had facilitated the defalcations. They asked them to make a proposal for the replacement of the money misappropriated. The governors admitted that they had been lax and foolish, and resolved to offer to repay half the amount.

GEORGE PHILIP & SON'S LIST.

Ready in September.

ENTIRELY NEW AND REVISED EDITIONS OF

HUGHES'

GEOGRAPHICAL CLASS BOOKS.

By R. A. GREGORY, F.R.A.S., and ALBERT HILL.

In issuing entirely New and Revised Editions of these popular School Books, the Publishers wish to direct special attention to the New and Important Features, which have been introduced with a view to rendering them thoroughly modern and up to date, without sacrificing any of the completeness of detail and clearness of arrangement which have secured for them in the past a foremost position among Geographical Text-Books.

I. CLASS BOOK OF MODERN GEOGRAPHY.

Revised by ALBERT HILL.

With numerous Illustrations, Examination Questions, Notes, Index, and large Coloured Map of the World. Crown 8vo, cloth, price 3s. 6d.

Important New Features.

1. Greater attention and additional space devoted to Physical and Commercial Geography.
2. A careful revision of the Political Geography.
3. The introduction of a comprehensive series of Illustrations consisting of Maps and Diagrams.

II. CLASS BOOK OF PHYSICAL AND ASTRONOMICAL GEOGRAPHY.

Revised and Edited by R. A. GREGORY, F.R.A.S.

With Examination Questions, Notes, Index, and Illustrated with numerous Diagrams, Pictures, and Maps (some Coloured).

Crown 8vo, cloth, price 3s. 6d.

Summary of Contents of New Edition.

THE SUN.	CLIMATE AND CIRCUMSTANCES WHICH DETERMINE IT.
GENERAL ARRANGEMENT OF THE PLANETARY SYSTEM.	RIVERS, GLACIERS, AND LAKES.
SIZE AND SHAPE OF THE WORLD.	THE CRUST OF THE EARTH.
LATITUDE AND LONGITUDE.	AGENTS OF CHANGE.
TIDES AND CHIEF OCEAN CURRENTS.	MOUNTAINS, HILLS, AND VALLEYS.
DAY AND NIGHT.	PHYSICAL GEOGRAPHY OF INDIVIDUAL CONTINENTS.
THE SEASONS.	PHYSICAL GEOGRAPHY OF BRITISH ISLES.
THE MOON AND ITS PHASES.	DISTRIBUTION OF PLANTS AND ANIMALS.
ECLIPSES.	RACES OF MEN.
THE OCEANS.	

Important New Features.

1. Rearrangement and increased space devoted to Astronomical Geography and Physiography.
2. Introduction of numerous Diagrams, Pictures, and Coloured Maps.

"An open sesame to colloquial French."—*Journal of Education*.

PSYCHOLOGICAL METHODS OF TEACHING AND STUDYING LANGUAGES.

By VICTOR BÉTIS and HOWARD SWAN.

FRENCH SERIES.

Ready in September.

FACTS OF LIFE, Part II.

Animals, Town Life, Social Life, Industry, Government, &c. Uniform with Part I.

Prospectus of the complete Series, with Specimen Pages, gratis on application.

"The best copy-books in England."—Dr. REDDIE, The New School, Abbotsholme.

PHILIPS' "SEMI-UPRIGHT" COPY BOOKS

Have been expressly designed to produce
BOLD, CLEAR, AND RAPID WRITING.

IN FIFTEEN BOOKS, PRICE 2d. each.

Three additional books just published containing numerous original and practical features.

"It has been a pleasure to look through Philips' Copy Books. The letters are sensibly and simply formed. Altogether it is an admirable series."—*Journal of Education*.

"A complete course of bold characteristic English writing."—*Educational Times*.
Specimen Book containing pages of the whole Series will be forwarded gratis on application.

LONDON: GEORGE PHILIP & SON, 32 FLEET STREET, E.C.
LIVERPOOL: PHILIP, SON, & NEPHEW, 45-51 SOUTH CASTLE STREET.

W. & R. Chambers's New School Books.

CHAMBERS'S ELEMENTARY SCIENCE READERS.

With Object Lessons and Attractive Illustrations.

Book I., for Standard I., 140 pp., 9d. Book II., for Standard II., 148 pp., 10d.
Book III., for Standard III., 196 pp., 1s.

CHAMBERS'S OBJECT-LESSON MANUALS.

With Lists of Apparatus, Numerous Illustrations, and Blackboard Summaries.

Books I., II., and III. Price 1s. 6d. each; or in One Volume, 3s. 6d.

CHAMBERS'S OBJECT-LESSON SHEETS.

For Standards I., II., and III.

Consisting of Twenty-one Illustrative Diagrams for each Standard.

Printed in Black and White (size 29 by 23 inches) on Strong Manilla Paper. Mounted on Roller. Price 12s. 6d. each Set.

CHAMBERS'S FLUENT READERS.

With Word-Building and Coloured Illustrations.

CHAMBERS'S FLUENT READING SHEETS. With Coloured Illustrations. 16 Sheets, 36 inches by 25 inches. Strongly mounted on Roller, per set, 10s. 6d.; mounted on 8 boards, per set, 18s.

CHAMBERS'S WORD-BUILDING SHEETS. 14 Sheets, 36 inches by 25 inches. Strongly mounted on Roller, per set, 7s.; mounted on 7 boards, per set, 14s.

First Primer, paper cover, 3d.; cloth cover, 4d. **Second Primer**, paper cover, 4d.; cloth cover, 5d. **Infant Reader**, cloth cover, 6d. **Fluent Preparatory Reader**, cloth, 6d. **Fluent Reader, Book I.**, cloth, 9d. **Fluent Reader, Book II.**, cloth, 10d. **Fluent Reader, Book III.**, cloth, 1s. **Fluent Reader, Book IV.**, cloth, 1s. 4d. **Fluent Reader, Book V.**, cloth, 1s. 6d. **Fluent Reader, Book VI.**, cloth, 1s. 6d.

A NEW ALGEBRA. JUST PUBLISHED.

ALGEBRA FOR SCHOOLS. By WILLIAM THOMSON, Registrar, University of the Cape of Good Hope, lately Professor of Mathematics, Victoria College, Stellenbosch, formerly Assistant-Professor of Mathematics and Mathematical Examiner, University of Edinburgh. Crown 8vo, 568 pp., cloth, 4s. 6d.

PHYSICS. An Elementary Text-Book for University Classes. By C. G. KNOTT, D.Sc. (Edin.), F.R.S.E., Lecturer on Applied Mathematics and Physics (Medical) in the University of Edinburgh, formerly Professor of Physics in the Imperial University, Tokyo, Japan. 652 pp., crown 8vo, cloth, 7s. 6d.
"One of the best of recent elementary treatises."—*Athenæum*.

AGRICULTURE. By R. HEDGER WALLACE, late Lecturer and Examiner in Agriculture to the Education Department of Victoria and the Victorian Department of Agriculture. Profusely illustrated, cloth, 3s.

ELEMENTARY BOOK-KEEPING, in Theory and Practice. Containing numerous Examples and Exercises, together with Solutions. By GEORGE LINSE, C.A., F.F.A., Lecturer on Book-keeping at the Heriot-Watt College, Edinburgh. 2s. Two Ruled Books for above, each 6d.

ORGANIC CHEMISTRY. By W. H. PERKIN, Jun., Ph.D., F.R.S., Professor of Organic Chemistry in the Owens College; and F. STANLEY KIPPING, Ph.D., D.Sc. (Lond.), Lecturer and Assistant in the Chemical Research Laboratory, Central Technical College, City and Guilds of London Institute. With Diagrams. Part I., 3s. 6d. Part II., 3s. 6d. In One Vol., 6s. 6d.

THE ELEMENTS OF EUCLID. Books I.-VI., and Parts of Books XI. and XII. With numerous Deductions, Appendices, and Historic Notes, by J. S. MACKAY, M.A., LL.D., Mathematical Master in the Edinburgh Academy. 412 pages, 392 Diagrams. 2s. 6d. Also separately:—Book I., cloth, 1s.; Book II., cloth, 6d.; Book III., cloth, 9d.; Books XI., XII., cloth, 6d.

KEY TO MACKAY'S EUCLID. By J. S. MACKAY, M.A., LL.D. 3s. 6d.

PHYSIOGRAPHY. Elementary. Adapted to the Syllabus of the South Kensington Science Department. New Edition, by DAVID FORSYTH, M.A., D.Sc. With Diagrams, Questions, and Examination Papers. Elementary Course, 2s. 6d.

PRINCIPLES OF ENGLISH GRAMMAR. With Analysis of Sentences and numerous Exercises. By W. WALLACE DENLOW, M.A., Headmaster of Daniel Stewart's College, Edinburgh; Author of "First Year's Latin Course," &c. 1s. 4d.

CHAMBERS'S ELOCUTION. New Edition. The Readings and Recitations, selected by R. C. H. MORISON, comprise Pieces from the works of Rudyard Kipling, J. M. Barry, Jerome K. Jerome, Robert Buchanan, Alfred Austin, Austin Dobson, "Q." and other Popular Authors. 512 pages, crown 8vo, cloth, price 2s. 6d.

SHAKESPEARE'S PLAYS FOR SCHOOLS. With Introduction, Copious Notes, Examination Papers, and Plan of Preparation. As You Like It; Coriolanus; Henry V.; Henry VIII.; Julius Caesar; King John; Macbeth; Merchant of Venice; Midsummer Night's Dream; Richard II.; Richard III.; Tempest; and Twelfth Night, cloth, 1s. each. Hamlet, cloth, 1s. 6d. King Lear, cloth, 1s. 3d.

CHAUCER—THE CANTERBURY TALES. With Glossary and Examination Papers. The Prologue, 1s. 6d.; The Squire's Tale, 1s. 6d.; The Clerk's Tale, 1s. 6d.; The Man of Lawes Tale, 1s. 6d.; The Knights Tale, 2s.

W. & R. CHAMBERS, Ltd., 47 Paternoster Row, London; and Edinburgh.

REVIEWS AND MINOR NOTICES.

Work and Play in Girls' Schools. By THREE HEAD-MISTRESSES. (Longmans.)

This is a companion volume to Mr. P. A. Barnett's "Teaching and Organization," which we reviewed just a year ago at a length commensurate with the importance of the work. In this case a far briefer notice must suffice; not that we consider the education of girls in any way less important than that of boys, but because three-fourths of the ground covered is necessarily the same, and, in discussing each separate chapter, we could hardly avoid repeating the views that were then expounded. Whether the curriculum for boys and girls should be identical, or more or less divergent, is an open question; but arithmetic and chemistry are sexless—what is sauce for the gander is sauce for the goose.

Let us begin, then, by noting the main *differentia* of the two works. Mr. Barnett's staff was recruited from all sorts and conditions of teachers. Miss Beale's contributors are, or have been, all of them, members of the teaching staff of the Cheltenham Ladies' College. Miss Beale's contention, that this common origin is a guarantee for a unity of purpose and harmonizes the whole work, is fully justified. With one exception, we have found none of those contradictions or divergent points of view that we noticed among Mr. Barnett's essayists. It is questionable, however, whether this harmony is not too dearly purchased. The Cheltenham Ladies' College is a famous institution, and, next to the North London Collegiate School, it has pre-eminently served as a prototype for the modern high school, and given the ply to the New Learning of women. Yet the fact that, of the twenty-nine contributors, only four are known to us by reputation is, at least, *prima facie* evidence that even Cheltenham can hardly produce a leading authority on every branch of pedagogics. Miss Beale herself contributes no less than nine of the thirty-seven articles, not counting the introduction. Arithmetic, English teaching, modern languages, science, art and the arts, philosophy and religion—on all these subjects Miss Beale has her say, and, though no one of them, except arithmetic, is treated fully and systematically, yet in one and all we find frequent hints founded on personal observation, or apt quotations drawn from a wide range of modern pedagogical writers. To give a sample at random, she justly condemns the common practice in private schools of making girls speak French or German among themselves. Not only are bad pronunciation and incorrect usages thereby perpetuated, but their subjects of conversation are thereby brought down to the level of the nursery. In dealing with phonetics and philology, Miss Beale seems to us less at home. She still swears by Mr. Max Müller, and seems to have followed her own recommendation to avoid "very learned books 'made in Germany.'" To introduce children to the alphabet through hieroglyphics seems to us a very hazardous method, and the derivations of *m*, *a* here given are wild flights of fancy. Professor Key is even more out of date than Max Müller. Nasals are not produced "by sending the breath through the nose." That Latin should come after German, especially for girls, because of the "pestilential atmosphere in the Campania" is a hard saying. Surely Horace is a wholesomer diet than Heine, and the "Georgics" and the "Æneid" breathe a purer air than "Faust" and "Elective Affinities."

The second section, on Moral Education, is given to Miss Soulsby, late of the Oxford High School. The duty of studying the individual child is well enforced, but the essay is marred by vagueness of thought and looseness of expression. The possibility of moral teaching apart from Bible lessons is not contemplated, and we have such slipshod English as "unself conscious," "to beware against," "to aggravate" (meaning to annoy). The third section, on the cultivation of the body, is undertaken by Miss Dove, and is the only one to which we can award unmixt praise. It is delightful to find a headmistress discussing games with real gusto and intelligence.

For the reason assigned at starting we refrain from criticizing individual essays, but we may call attention to Miss A. Andrews' paper on "Modern History in Senior Classes," with its full specimen syllabus and list of authorities, and to Miss Lumby's on "English Literature," which is all too short. Mr. Rouse seems as much out of place as Achilles at the court of Palamedes. He repeats his defence of gerund-grinding and

verse-making, and curses by "Mars, Bacchus, Apollo virorum," the New Method to which Miss Beale gives her full adherence. In a book which insists again and again on the fundamental importance of carefulness and accuracy—both for teacher and pupil—the number of misprints is remarkable:—*Erdknude* (twice), *Edgworth* (for Edgeworth), *Vernier* (for Verner, the philologist), "Essays of *Ella*," *Frobel* (twice), *a^m*" (for *a^m*"), *Fénelon*, *Greard*, *dearly* and *forcible* (for "clearly and forcibly").

The Life of Francis Place. By GRAHAM WALLAS, M.A.
Price 12s. net. (Longmans.)

It may safely be asserted that not one in a hundred of the readers of this *Journal* has ever even heard of Mr. Wallas's hero. And yet, now that he has been exhumed, no list of the apostles of popular education will be complete that does not include his name.

Born anywhere, educated nowhere, Francis Place, breeches-maker and Radical, played a leading part on the English politico-social stage at an exciting point in our historical drama. The intimate friend of Bentham, Grote, and the Mills, he practically controlled the movement of politics in Westminster between 1807 and 1830; he assisted, in 1813, in the transformation of the Royal Lancastrian Association into the British and Foreign School Society, and, in 1824, in the formation of the London Mechanics' Institute (now the Birkbeck); he may be said to have been responsible for the repeal of the Combination Laws in 1825, and to have contributed more than any other single worker to the final passing of the Reform Bill in 1832; he drafted "The People's Charter" in 1838, and was a leading participant in the anti-Corn-Law agitation from 1840 to 1846. The story of his activities, small and great, is told in very full detail in Mr. Wallas's fascinating book, which is not only a full-length portrait of an interesting and unique personality, but throws a good deal of useful side-light on many incidental matters of especial value to the teacher—to the teacher, that is, who does not deem training in character and citizenship to be beyond his province.

Mr. Wallas quotes largely from an unpublished autobiography, undertaken at Bentham's persuasion. The autobiography, begun in middle life, of a man with such a head and such a heart and such a striking experience in successful self-making as Francis Place, abounds in quotable matter. We must, however, here confine ourselves to the chapter bearing for title the motto of the West London Lancastrian Association of 1813—"Schools for All."

Place's appearance in the history of education dates from 1804, when, having read Lancaster's public appeal for funds, he visited his school in the Borough Road, and, as he says, "having examined the teacher and seen the mode of teaching practised," became a subscriber of half-a-guinea monthly. In 1810 was founded the Royal Lancastrian Association, to which, as Mr. Wallas reminds us, our existing system of popular education may be directly traced. In 1812, however, Lancaster quarrelled with the trustees, and set up, against their wish, a middle-class boarding school in Tooting, to which Place sent one of his sons. Speaking of Lancaster at this time Place says:

He seldom went from home but in a carriage, and generally had some of his lads in one or two postchaises following him; and, as if to waste his time, indulge his love of ostentation, and squander the money of other people, he used to take excursions in the manner described to some distance, dine sumptuously, and of course expensively, and return home in the evening. Sometimes these excursions occupied two or three days.

When the Royal Lancastrian Association was turned into the British and Foreign School Society in 1813, Place was put on the new committee.

His constant fear [says Mr. Wallas] was that the Lancastrian schools might become instruments of social oppression by being connected with the idea of "charity." For this reason, in drawing up the by-laws for the British and Foreign Society on its formation, he wholly omitted the words "poor" and "labouring poor," which had hitherto been employed, and "took special care that there should be no phrase in them which could give offence or hurt the feelings of any one." And with the same object he tried to persuade the committee that those parents who were able to do so should be made to pay a penny a week for the education of each child. . . .

Place and his friends were equally keen in promoting a system of Lancastrian higher schools. This was Place's own proposal. Writing in 1833 of this period, he says: "It was my intention to change, and,

had I succeeded in establishing a superior school, it would, I am persuaded, have changed the whole system of teaching. All the large towns throughout the country would have set up similar schools, and have produced incalculable advantages. Some years hence, when the exertions which have been made, and are still being made, to increase the desire of men in the middle ranks of life to have their children properly educated, shall have succeeded, it will scarcely be believed how difficult, not to say impossible, it was for any man who could not afford to pay a very large sum of money to procure an adequate education for his children. I do not mean a merely classical education—i.e., the rudiments, or very little more than the rudiments, of Greek and Latin, and some of the elements of mathematics, which is all that nine in every ten of those who are classically educated obtain—but I mean, besides these rudiments, something more than the mere elements of mathematics—modern languages, political economy, politics, and morals, including the broad and comprehensive doctrine of motives. I have never yet been able to find any school, either in or out of the metropolis, in which, at an expense within the amount which an ordinary tradesman is able to pay, he can have his sons taught as he wishes they should be taught, or even as persons in inferior stations in Scotland are taught, defective even as that education is. It was this knowledge which first induced me to think of the application of Joseph Lancaster's system to the purpose of educating the children of those who, having comparatively small means, are yet desirous of giving a really useful education to their children." . . .

The actual curriculum proposed for the higher Lancastrian schools was largely borrowed from the systematic treatise on "Chrestomathia," at which Bentham was then working; but Place's notes to Bentham's first draft, in June, 1814, show that here, too, he was thinking for himself. He proposes that mineralogy should be taught by diagrams and specimens, . . . and urges the necessity of making boys constantly observe and even handle geometrical forms, in order to enable them to overcome the difficulty in turning their thoughts from number to dimension—a difficulty to which he refers in his account of his own youth. Nor did he overlook the educational value of games, though he did not realize that a game which is partly a lesson is neither a good game nor a good lesson. [Neither, Mr. Wallas, do we.] "It is as necessary," he wrote, "for boys to play together as it is that they should be taught together. It is therefore intended, if possible, to provide a space large enough for this purpose, in which their games may be made more attractive and more useful than they have hitherto been, where new ones may be introduced; and thus their very amusements out of school may be made to conduce to their improvement, and their morals made much more conducive to their happiness, by teaching them, as it were in a little world of their own, patience, forbearance, and kindness to one another. I see no reason why their games should not be made the means of instruction, of calling to remembrance the instruction they have received. The boy who plays at marbles may as well draw a map as a ring, and by shooting at a marble placed on Dublin, recollect that, by striking it under a certain angle, he will place his 'taw' in a situation to attack another marble placed on Cork, or Limerick, or Belfast. In playing at fives, what should prevent him driving his ball against the belt of Orion, or the tail of the Bear; and why may not other games be invented equally entertaining and instructing?" . . .

Place also suggests that these higher schools should be used to give the young teachers from the Borough Road some years of secondary education before they began their professional life, and that evening classes for adults and apprentices should be held on the school premises. . . .

The further history of the Chrestomathic Higher School project is easily told. Money, in spite of Place's efforts, came in very slowly. The estimated cost of the school building was about £4,000, and by 1817 only £2,500 had been provided. But the estimate was calculated on the assumption that Bentham would carry out his promise to allow the school to be built in his garden, and already, in October, 1817, Mill wrote that, although Bentham's "eagerness" to have the school in his garden "was originally very great," and he was still "quite keen," yet it was becoming evident that he would not continue to like the idea, and that "there are a multitude of disagreeables connected with it of which he will not at present allow himself to think, but which will swell into great objections hereafter." This prophecy was exactly fulfilled. Bentham imposed harder and harder conditions, and, in 1820, after an enormous correspondence, his offer of a site was finally declined, and the project was given up.

The bulk is equal to the sample, and we are indebted to Mr. Wallas for a book which is a notable encouragement to those who would democratize education.

The History of Greece, from its Commencement to the Close of the Independence of the Greek Nation. By ADOLF HOLM. Translated from the German by FREDERICK CLARKE. Vols. III. and IV., 1896 and 1898. (Macmillan.)

When a reviewer pointed his eulogy of the work before us with the phrase, "the best short history of Greece," he

compressed several errors into half-a-dozen words. In the first place, he must have been ignorant of Beloch's masterly work, to which the primacy among "short histories" must undoubtedly be awarded. In the second place, any expression which relegates Dr. Holm's own book to the category of manuals is singularly infelicitous. As a history of Greece it occupies an independent niche; it does not ask to be classified either with "longs" or "shorts." If it seeks an appropriate title, it might borrow that of "Verdicts of History Reviewed." For it is the note of criticism and conciliation, the sober judgment, the unswerving fidelity to the laws of historical evidence, the determination to be just at any cost, which will continue to find admirers of this eminently meritorious, if rarely brilliant, essay to tell again the story of Greek politics and Greek culture. And, therefore, while its reasonable compass may attract the candidate for examination, and the stores of erudition, condensed into the admirable notes which accompany each chapter, will secure its welcome with the advanced student, we predict that it will be most prized by those who find in the history of historical interpretation a subject of independent interest. History, we have been emphatically reminded, is past politics; a very moderate cynic might go on to add that most history is present politics too. The Englishman cannot avoid oblique glances at Parliamentary institutions; how hard it is for the German to deliver himself from the incubus of a Cæsarized Germany only his foreign readers know. Read history through Grote's eyes, identify the greatness of Hellas with the freedom of Athens, then Demosthenes closes the story; and who would care to pursue it "into that gulf of Greek nullity" which marks the third century? Take Beloch, and mark how his eloquence warms as he follows the moribund struggles of that particularism, which is the *Erbübel* of the Greek race, to the blessed unification of Greece by the sword of Macedon. Does Greek history begin or end with Alexander?

Against all these tendencies Dr. Holm deals freely and firmly his discriminating censure. His measured, yet vigorous, protests spare neither Grote nor Droysen, neither Curtius nor Mommsen. He struggles hard, and, on the whole, successfully, to be severely impartial; and, while his claims that the case of the republics of the ancient world should be reheard, and their merits relatively to those of the new monarchies more ungrudgingly admitted, we cannot discover that the temper of the advocate ever leads him to gloze a political *lâcheté* or to mask a national defect. With justice he complains of the tendency of his compatriots "to reserve all condemnation for the republicans." "Those who are not conversant with the authorities come to the conclusion that the kings in those days were invariably able and virtuous and the people corrupt; and yet they both had the same human faults, and the difference between them was that the people pursued less selfish aims with less unworthy means." This of the third century; for the fourth, the charges of paralysis, venality, luxury, and degradation levelled by Curtius against Athens are simply not proven. "The democracy is thoroughly disciplined; it commits no excesses; riots never occur; the people remain collected, cool, and dignified in the most difficult situations; there is no trace of mob-rule. The people act with great severity, but only against responsible leaders." "A people which recognized the lofty principles paraded in Demosthenes' 'De Corona' as its own could hardly have been in a state of moral decay." Now and then, it is true, an overstrained fidelity to facts drives Dr. Holm to the verge of pedantry; the rigid standard he applies to Demosthenes is one by which few statesmen of to-day would care their public utterances to be judged. The critic who, with a microscopic eye, finds "three signal falsehoods" in "that masterpiece of sophistry, the third 'Philippic,'" must have somewhat Arcadian notions of political controversy." While the historian is nicely balancing the scales, the reader's ears are dinned with the tempest of the *agora*. "We must never forget," says a more sympathetic writer, "in reading Demosthenes and Æschines, that we are dealing with an impetuous Southern nation in the agony of its last struggle. The politenesses and small generousities of politics are not there. There is no ornamental duelling. The men fight with naked swords, and mean business." It is of the temper of greatness not to be too exact.

But, with these reserves, Dr. Holm's judgment on a period which tries the spirit of the historian is sound and just. If he will not commit himself to the enthusiastic cult of Demosthenes, it is only because he will not suffer Athens to be abased that her

prophet may be exalted. Greater forces than one man or one city-state could stem were working for the transformation of Hellas. The writer, if he does not enjoy the triumph of Macedon, cannot away with particularism; the Academic and Peripatetic ideal of the closed city-state finds no endorsement in his pages. The œcumenical historian is compelled to regard the city-state as a transitional phase of political progress. Its parochial politics, its border feuds, its narrow animosities and attachments were destined to disappear; the nation-state could only be reared on the ruins of the autonomous city.

It is in the fourth and concluding volume that Dr. Holm achieves his most signal success. The almost impossible task of disentangling, correlating, and illustrating the local diversities and common spirit of Hellenism in the last three centuries before Christ is here accomplished. The partial views of Droysen, Susemihl, Mahaffy, Freeman, and Mommsen are united with marvellous skill into a single picture—one, and yet so various. Where the proportion observed is so admirable, and the resources of erudition are so exhausted, it is difficult to signalize any passage without doing injustice to the rest. We shall be content heartily to recommend this volume as the only synoptic account of a period which has the profoundest interest in the history of civilization. One paradox in it we heartily welcome. We have always thought that Ptolemaic Egypt bulked too large in the eyes of the culture-historian, and that scanty justice had been done to the civilizing mission of the Seleucids, and the artistic and literary claims of Pergamus and Rhodes.

We put down the book with sincere regret; its author, too, has found it hard to set a period to his appointed task. The year 146 B.C. offered him an escape of which he will not advantage himself. After all, though Corinth was razed and the Achæan League dissolved, it is by no means certain that Greece was "provincialized" at that date. "The political significance of Greece does not quite come to an end in that year." Not until 30 B.C. do the Greeks "lose all their political importance." And, then, who would not be sorry to miss the sketch of that picturesque Oriental Phil-Hellene, Mithridates of Pontus, whose idealized Alexander head on the "last masterpiece of Greek coinage" symbolizes so vividly the division and final struggle between Eastern and Western Hellenism? And, when Dr. Holm reaches the foundation of the Roman Empire, he leaves on his reader the conviction that any terminus must be an arbitrary one. In fact, a history of Greek States has already passed insensibly into a history of the Greek race, of the Greek spirit. The Greek State has fulfilled its purpose in giving birth to the Greek culture. At the birth of Christ the Greeks "are, in point of art, still on the old level, and, as regards literature and philosophy, they are once more in the ascendant." The noble concluding words compel quotation: "Greece has a hard task in prospect if she would gather her scattered sons around her. But that many islands and maritime tracts will be annexed to the Greek State is beyond a doubt. Greece must only continue to cherish culture, which is the undying glory of the ancient Greeks, and the brightest jewel on the crown of honour of her modern citizens. For, where the mind is, there is also the victory."

Δυόμενος γὰρ ὅμως ἡλίας ἐστὶν ἔτι.

Introduction to Algebra. By PROFESSOR G. CHRYSAL, M.A., LL.D. (A. & C. Black.)

Mathematical teachers cannot fail to be interested by this work, and they will be grateful to the author for the trouble he has taken in his effort to guide them. They will readily agree that their methods admit of improvement, that their treatment of theory is defective, that the examples they set are "of a somewhat stereotyped character." But they will doubt whether the algebra generally taught in schools cannot bear "the superstructure of a University course, and is totally useless in practice." They may fairly claim that it affords a valuable training in accuracy, and that it involves as much thought as the pupils with whom they have to deal are capable of giving.

Professor Chrysal is not too hopeful about his attempt to remedy the evils above mentioned. He does not expect immediate success. "Nothing but a compromise," he says, "is at present practicable, because *natura non agit per saltum*." We wish that he had allowed this excellent rule to be his constant guide. It may be logical to develop the distributive law to

the utmost, but to introduce the binomial theorem before division is too great a leap, too radical a reform, to meet with immediate acceptance from teachers in secondary schools.

In endeavouring to produce a consistent theory, we fear that Professor Chrystal has been too regardless of the mental capacities of his readers. He refers here and there to the tyro in algebra, and he intends his book "for the use of secondary schools." But he can have very little idea of the intellectual powers of boys of ten or eleven, or even of the younger students in the University of Edinburgh, if he imagines that they would derive much good from such a course of teaching.

It is a small point, perhaps, but we may refer in illustration to the examples at the end of the first chapter. Like all other writers on the subject, Professor Chrystal insists that algebra in its earlier stages is generalized arithmetic. "A mathematical truth," he also remarks, "is not made part of the mental furniture of a pupil merely by furnishing him with an irrefragable demonstration; it is not until he has tried it in particular cases, and seen not only where it succeeds, but where it fails to apply, that it becomes a sword loose in the scabbard and ready for emergencies." Then why not carry this principle into practice as far as possible? Why *begin* with an example such as: "Evaluate $6a-3b+2c-x$, when $a=22$, $b=3$, $c=5$, $x=1$?" Surely it would be better for the first lesson in algebra to start with a simple arithmetical problem, such as: "If 6 men can mow a field in 8 days, in how many days would 16 men mow it?" ; next, to vary the figures, the result being always written in the form $6 \times 8/16$; then to introduce symbols and write the question: "If a men can mow a field in x days, in how many days would b men mow it?" ; and, lastly, to substitute numbers for the symbols, those already used being taken first for the sake of verification. In this way there seems some hope of the pupil's mental furniture receiving a new article, and of this particular sword of his becoming loose in its scabbard.

Again, we think that Professor Chrystal over-estimates the knowledge of his intended readers. With regard to mere English, what child will not be baffled by a sentence such as this, clear though it be: "Any concatenation of operands and operating symbols which has an intelligible meaning according to the fundamental definitions or interpretations of these operands and operating symbols, we call a Function of the operands in question, or of any number of them that may be selected for special notice?" Or what boy is likely to have studied the sixth book of Euclid before obtaining his first solution of a simple equation?

The educational value of Euclid's "Elements" lies in the fact that, while he has compiled a fairly logical theory of geometry, he has laid a considerable, but not exorbitant, tax upon the powers of the learner. We trust that it is possible, in like manner, to produce a logical theory of algebra; but, if nothing simpler can be devised than that contained in Professor Chrystal's work, then we have no hesitation in saying either that we must continue to teach the subject more or less illogically, or that we must postpone its study for several years—that is, in most cases, altogether.

But, while the work does not seem to us a very great success from the pupil's point of view, we feel no doubt whatever as to the benefit which teachers will derive from its study. They will obtain a comprehensive view of the theory of algebra, they will learn how to make the most of every example, and that "the ideal of a piece of good algebraic work is not a page of symbols without a word of the Queen's English anywhere, but a piece of *consecutive* reasoning, partly in symbolic shorthand no doubt, but still so written that it could, if need were, be wholly translated into non-symbolic language." In particular, we anticipate that they will invoke more frequently the aid of graphs, of which Professor Chrystal has made such excellent use. We trust, therefore, that he may succeed in teaching many teachers, and even influence a few examiners; still more, if we may suggest it without disrespect, that he may be led to study the mental powers of boys or girls from the ages of ten to twelve, and so qualify himself for writing a text-book "for the use of secondary schools."

The Journals of Dorothy Wordsworth. Edited by WILLIAM KNIGHT. (2 vols., with portraits, 7 x 5 in.; Vol. I., pp. xvii., 235; Vol. II., pp. 292; price 5s. each. Macmillan.)

Professor Knight has done all Wordsworthians—that is, all

true lovers of poetry—a good service by making accessible for them the Journals of that sweet lady Dorothy Wordsworth. But his service would have been twice as great, to our thinking, had he refrained from every kind of abbreviation, and given more time and labour to brief explanatory notes. Of notes, Professor Knight gives us hardly any, except those of Principal Shairp to the "Journal of a Tour made in Scotland." With regard to the former point, we are told that "all the Journals contain numerous trivial details, which bear ample witness to the plain living and high thinking of the Wordsworth household, and, in this edition, samples of these details are given; but there is no need to record all the cases in which the sister wrote: 'To-day I mended William's shirts,' or 'William gathered sticks,' or 'I went in search of eggs,' &c., &c." On the contrary, we hold that there was every need to give the Journals precisely as they were written. If Professor Knight's plea is to be accepted, there was no need to print the Journals at all; for, in the cases of most of them, about three-quarters of the contents consist of "trivial details." It is precisely by the frequent repetition of these small matters that the picture in the mind is formed, for the sake of which we read such books. We do not read them to be enlightened on philosophy or history or science. To a lover of Wordsworth's poetry, these Journals are a singularly pleasant study. Not that we hold the view held by some—that, whenever we find a thought in her brother's poetry set down in Dorothy's Journal, we are to suppose the brother borrowed from the sister. These coincidences occur almost always after the brother and sister have been roaming together, and may, quite as likely as not, be records of impressions caused by the brother's remarks. The real value of these Journals is that they give one the very atmosphere in which Wordsworth's poetry was born and lived and grew. Their chief charm lies in their revelation of the thoughts and feelings and fancies of a singularly sweet and simple and imaginative woman, whose whole life was devoted to her brother, and in their continuous and often beautiful chronicle of the ever-changing year and its birds and flowers and trees and hills and skies.

Here are a couple of examples from the "Grasmere Journals"—the most interesting of all, though not elaborately set out as that of the "Tour made in Scotland":—

Oct. 2nd (1800). A very rainy morning. We walked after dinner to observe the torrents. . . . We afterwards went to Butterlip How. . . . The lichens are now coming out afresh. I carried home a collection in the afternoon. . . . The moonlight lay upon the hills like snow.

And, later in the same month, a quaint but realistic touch: "A very fine moonlight night. The moon shone like herrings in the water." On Nov. 7th we find:—

Working and reading "Amelia." The Michaelmas daisy droops, the pansies are full of flowers, the ashes still green all but one, but they have lost many of their leaves. The cypresses are quite brown. . . . Jupiter over the hilltops—the only star—like a sun, flashed out at intervals from behind a black cloud.

And so on, and so on; the finer passages being too long for quotation here. Altogether there are twelve Journals dealt with; that of the "Tour made in Scotland" being as long as all the others put together, and being, in fact, a really good bit of literary work. In spite of the serious drawback of abbreviation, and the almost entire absence of elucidatory notes, we can certainly recommend these volumes to all lovers of nature and of Wordsworth's poetry.

"Foreign Statesmen." *Charles the Great.* By THOMAS HODGKIN, D.C.L. (Macmillan.)

That this book is the work of Dr. Hodgkin should, we think, be sufficient assurance that it is at once learned and brightly written, for, while its author has displayed the depth of his research in his great work on Italy and its invaders, he has given us more than one pleasant monograph in smaller volumes, such as his "Theodosius" and his "Theodoric." In most respects his "Charles the Great" is worthy to rank with these two; but it has unfortunately lost something by the inordinate length of its introductory matter. It is, no doubt, well that the reader should be furnished with a sketch of the rise and history of the family from which Charles came; but Dr. Hodgkin has allowed this part of his work, interesting and

instructive as his treatment of it is, to fill too many of his pages, and has consequently been forced to deal too cursorily with one or two sides of his proper subject, such as Charles's system of government and the place that his reign holds in European history.

In these early chapters one sentence strikes us as somewhat ill advised. Important as was the defeat of the Saracens by Charles Martel, we think that to say that "it is due to him that the *muezzin* is not at noon to-day calling the faithful to prayer from some high minaret by the Seine" is likely to encourage a false idea of the principles that govern historical progress. That Paris should have remained for many centuries a Mahometan city would have been impossible for reasons independent of the issue of a single battle. When at last we arrive at Charles's reign we find the work well and clearly arranged; the fall of the Lombard monarchy, the Saxon wars, the revolts and conspiracies against Charles, the campaign of Roncesvalles with the subsequent conquest of the Spanish March, and the wars with the Avars and Slaves are treated in separate chapters and with a happy combination of detail with breadth of view. Though constantly engaged in war, Charles, as Dr. Hodgkin points out, was not a great military leader; his expedition into Spain was unsuccessful, and seems to have been badly conducted. While the idea of fighting the enemies of the Faith must have had some attraction for him, the war was not one of religion; it seems to have been undertaken for aggrandizement, and the only achievement of the Franks was the taking of Pamplona, a Christian city. Yet the wars with the Saracens and the alliance with the Asturian kings in the later years of the reign were, as we are told here, of good service to the Christian cause; they preserved the infant kingdom of the Asturias from destruction, and established the dynasty of the Counts of Barcelona.

Dr. Hodgkin suggestively remarks that Charles showed a want of statesmanship in allowing his relations with the Papacy to bear the indefinite character that in future generations caused so much trouble between the Popes and the Emperors. Indefinite they undoubtedly were, but they might, we think, have been treated here more definitely. We gather from the words "sovereign prince," applied to the position given to the Pope in the Exarchate by the donation of Pippin, that Mr. Hodgkin holds that the Frankish King gave the Pope the absolute *dominium* of the territories in question, as though the Pope were a sovereign independent of the Empire. His opinion is entitled to our respect, but we venture to think that the character of the grant must be decided by the dealings of Pippin's son, Charles, with the granted provinces, and these seem to suggest that, while Pippin's donation certainly became the foundation of an ecclesiastical State, it was not in itself a transference of sovereignty. This brings us to the so-called donation of Charles, the story of which is told here by a literal translation from the "*Liber Pontificalis*," "our only authority." After briefly stating some of the conflicting opinions concerning this story, Dr. Hodgkin declines to express any opinion of his own except that "the hand of the interpolator, if not of the wholesale fabricator," is to be detected in the passage. Here we are in the main in agreement with him, but we should like to have been told whether he considers that the whole story of the donation is as false as the enumeration of the territories said to be conveyed by it almost certainly is. That Charles confirmed his father's donation seems to be highly probable, and we think that there is reason to believe that neither Pippin nor Charles granted the Pope sovereignty in the Exarchate and Pentapolis. Dr. Hodgkin considers that Charles received the imperial crown with genuine reluctance, and on this Einhard's testimony is conclusive; but, while we agree with him so far, we are not prepared to accept all the reasons that he suggests for this reluctance. He quotes Professor Dahn's opinion that Charles had resolved to revive the Empire, but disliked receiving the imperial dignity from the Pope. We think this is a sounder proposition than that Charles's "own mind was not fully made up as to the expediency" of the momentous step. Yet we need not suppose that he looked far ahead or foresaw the complications that arose from the papal claim to confer the imperial crown. The Pope's action took him by surprise, and he may well have felt that Leo was assuming a position that might give the Pope an advantage in dealing with him that he would not have willingly conceded.

"Foreign Statesmen."—*Philip II. of Spain*. By MARTIN A. S. HUME. (Macmillan.)

This is one of the most interesting volumes in the excellent series of "Foreign Statesmen" which Macmillan and Co. are publishing as companions to the "Twelve English Statesmen." Mr. Hume is admirably equipped for the work he has undertaken. He has evidently made a thorough study of Spanish documents dealing with his subjects, and, consequently, we feel that what he says is weighty and authoritative; and not only does he possess the knowledge necessary for such a task, but he has also a genuine enthusiasm for his subject. He writes of Philip II., that strange and gloomy fanatic with mighty projects beyond his capacity, as one who understands him, and tempers his judgment with mercy.

The life of Philip II. is interesting, not alone from the historical point of view, but also as a psychological study; and it is the psychological interest that looms large in Mr. Hume's excellent little monograph. Philip II., like Cromwell, like Joan of Arc, believed himself divinely appointed to carry out God's work, and all that he did, be it for good or evil, he did in that belief. He persecuted those who were not of his religion, because he thought that duty was laid upon him, and not from the mere love of persecution. Mr. Hume agrees with Professor Ranke that Philip exercised a moderating influence on the zeal and awful bigotry of Mary.

Philip was, above all, a statesman, with a great task entrusted to him as a legacy from his great father, Charles V., and this task he was unfitted by nature and temperament to carry out, and thus his long struggle to maintain the absolute supremacy of Spain was a failure. Mr. Hume tells the complicated story of his dealings with England, with France, the Pope, the Moors, clearly, but without any of that picturesque which Carlyle would have employed in dealing with such truly striking times.

Mr. Hume is at his best in dealing with the character of his subject: he brings vividly before us the seemingly inconsistent nature of the man, and endows it with a fascination it is difficult to resist. Philip stands before us as a man of one idea, in pursuit of which he showed himself cruel, cold, bigoted. Yet in all his domestic relations he appeals strongly to our affection. Four times he was married, and in each case he was deeply loved, and, in one instance at least, he passionately reciprocated that affection. His daughter Isabel was his constant companion to the last. Philip was a patron of the arts—he loved, as Mr. Hume says, everything that was beautiful:—

Flowers and song-birds, sacred music, pictures, and the prattle of little children—a seeming contradiction to his career, but profoundly consistent really; for, in the fulfilment of his task, he considered himself in some sort divine and forced to lay aside as an unworthy garment all personal desires and convenience, to suppress all human inclinations. He was a naturally good, cursed with mental obliquity and a lack of due sense of proportion.

Mr. Hume is to be congratulated on his powerful character-sketch, and we hope in the future to enjoy the pleasure of reading a longer work from his pen.

Sir Henry Wotton: a Biographical Sketch. By ADOLPHUS WILLIAM WARD, Litt.D., Hon. LL.D., formerly Principal of the Owens College, Manchester. (Constable.)

Anything written by Dr. A. W. Ward, until recently the Principal of Owens College, Manchester, is sure to have distinction in it. With such a congenial subject as Sir Henry Wotton, the result is a charming little book. Appropriately, Dr. Ward dedicates his Essay to Dr. Richard Copley Christie, "one who is master of every part of that interesting and complicated chapter of European literature and life" to which Wotton belongs. The very dedication makes one feel Dr. Ward to be a nineteenth-century Izaak Walton in his human gentility and his *pietas literata*. It may, indeed, be asked: Why should another man write on Sir Henry Wotton when Walton has done this so admirably and so inimitably? But, as Dr. Ward points out, Walton has treated of Wotton chiefly as the contemplative man who retired, after diplomatic service, to Eton—"the college being to his mind as a quiet Harbor to a sea-faring man after a tempestuous voyage; where by the bounty of the pious Founder . . . he was freed from all corroding cares, and seated on such a Rock as the waves of want

would not probably shake; where he might sit in a calm, and looking down behold the busie multitude turmoyle'd and tossed in a tempestuous Sea of trouble and dangers!"

For fifteen years Wotton was Provost of Eton, and it is in those years of his life that Walton shows his keenest interest. For seventeen years previously, however, he was engaged on diplomatic service, which imposed upon him "difficulties and responsibilities beyond the common." It is of these years that Dr. Ward finds the scope and feels the desire to speak especially. Wotton figures as the epigrammatic and cynical man of the world. He it was who said: "An ambassador is an honest man sent to *lie* abroad for the good of his country" ("a bad joke," suggests Dr. Ward, "that came home to roost"); and, again, that commonplace counsel—"Upon all occasions speak the truth," with the acute and cynical reason added, "for you shall never be believed," and thus, while keeping yourself safe, you will put others on the wrong scent. Worldly-wise in his diplomacy, a *persona gratissima* at home and in Venice (where he was ambassador), he was, curious as it may seem, attuning himself to that humility and genial seriousness which is so delightfully portrayed to us by Walton. Dr. Ward, therefore, has simply attempted the task of showing how the active diplomatic life of Wotton led, in a man of his temperament, to the possibility of that happy retirement to Eton—the only fitting and satisfying description of which, Dr. Ward knows as well as the reader, is that of Walton.

The remarkable union in Wotton of the characteristics of the man of action and the man of thought will make Dr. Ward's book interesting to the psychologist, whilst the attractive style in which the book is written imparts a charm for the reader of literature which the lovers of Walton will be among the first to recognize. The book, it may be added, is tastefully and appropriately brought out by the publishers.

A Primer of Psychology. By EDWARD BRADFORD TITCHENER. (Macmillan.)

The number of books on psychology, elementary and otherwise, is legion, and yet he would be a bold man who denied that there is room for this Primer of Mr. Titchener. In a book of about three hundred pages the reader is presented with a comprehensive view of the subject, treated in an elementary fashion. Amongst the subjects discussed are the relation of psychology to physiology, the method of psychology, sensation, affection and feeling, attention, perception, association of ideas, emotion, memory and imagination, thought and self-consciousness, sentiment, the simpler and complex forms of action, abnormal psychology, and the province and relations of psychology. The last-named subject, it will be noticed, is, as it logically should be, put *after* a consideration of the subject when the reader may reasonably be supposed to be in possession of the knowledge as to what is included in the subject of psychology. The two points which especially characterize Mr. Titchener's Primer are the constant reference of psychological questions to an experimental court of some kind, and the close touch in which the reader is kept with physics and physiology—or with physical and physiological references, and the accuracy of statement which makes the book satisfactory and safe as far as it goes—so, indeed, that little or nothing will afterwards have to be unlearned. That so small a book spread over so many subjects often is very incomplete goes without saying. The references given, however, to other and larger books are admirable, and this Primer may be confidently recommended as a simply excellent first book on psychology.

Mr. Titchener's examples are usually interesting. We find quotations or examples from Mrs. F. H. Burnett, Fenimore Cooper, Dickens, Nathaniel Hawthorne, Bulwer Lytton, Walter Pater, Tennyson, Thackeray, and a number from Shakespeare. The book is well up to date, and incorporates the positions taken up by later writers, such as Wundt and William James. That which is, probably, the most valuable feature of this little book is the number of questions and examples which Mr. Titchener has provided to be worked out by the student. The text-books on logic or on economics abound in examples, questions, and problems, and it is difficult to understand why the same discipline is not equally necessary in psychology. How interesting these may be will be seen by quoting two from the chapters on Attention. With such questions set to him, the reader of the book cannot but be left profitably thinking; e.g.:

"If unpleasant feelings are bad for us, why should we be

attracted by unpleasant topics? Why should we be 'fascinated' by accounts of brutal murders and distressing accidents?"

"Why is it that the hidden drawing in a 'puzzle-picture' is so difficult to see at first and so difficult *not* to see when you have once found it?"

The teacher has yet to realize how much he may eventually help forward psychological data by careful observation of children. Professor Titchener says, carefully and moderately, on this point:

The genetic method has proved fruitful in many departments of scientific inquiry; and, as psychology is now a science, and each and every division of it may be approached by scientific methods, we are apparently justified in expecting that the study of the child-consciousness will, sooner or later, yield results of high psychological value. Indeed, such a belief is almost forced upon us when we remember that the child mind is the direct precursor of the adult mind; the one passing into the other in an unbroken continuity of mental experience.

Very valuable, too, and, as far as we know, novel, is the list of apparatus and materials which is given in the appendix for psychological experiment. When necessary and practicable, the prices are also added. There can be no doubt, elementary as this book professes to be, and simple as it really is, the student who has conscientiously worked it through, as directed in the text and in the questions and exercises, will have a real knowledge of psychology, such as he is little likely to have by getting a smattering acquaintance with much lengthier and more pretentious works.

"Short Stories of the Literatures of the World."—*A History of Italian Literature.* By RICHARD GARNETT, C.B., LL.D. (7¼ × 5½ in., pp. xii., 431; price 6s. William Heinemann.)

Histories of literature are apt to be more useful as books of reference than interesting as books to read; and, in spite of his best endeavours, Dr. Garnett's book is no exception to the rule. It is true that he seeks to give us a biographical account of Italian literature itself rather than a string of individual biographies and short critical notices; but the lists of names of men and books and the brief critical estimates are inevitable. And they make for weariness. Indeed, they seem to have occasionally wearied the author himself, for here and there we are given long involved sentences (e.g., on pages 183 and 185) which are not immediately intelligible, while in one place (page 209) we are treated to a sentence of eleven lines with no stop but a few commas. These occasional blemishes stand out more distinctly, however, because of the general simplicity and clearness of the rest. But there is one distinct mistake which certainly should be corrected in a later edition. For purposes of the book, literature is taken to mean *belles lettres*, and this mainly to mean poetry. In such a case the language itself of the originals, the metre, rhythm, &c., are of great, and sometimes of predominant, importance—yet, with some two exceptions, all the quotations are given translated into English verse. It is true that these translations, many of which are by Dr. Garnett himself, are excellent in their way; but they cannot take the places of the originals. At best they should come in foot-notes or in an appendix. We should be sorry to lose them altogether—especially those by Miss Ellen Clarke. Of course, no one expects the author of a history of literature to have read all the books he mentions. He must to some extent trust to the reports and opinions of others. We could have wished, however, that Dr. Garnett had not judged it well to lean so much on Mr. J. A. Symonds and Vernon Lee. They are cultured and interesting writers, but not sufficiently great authorities to be quoted so often.

But we have grumbled enough. When all is said and done, there is not in English a better popular history of Italian literature, of reasonable size and price, than this of Dr. Garnett's. It goes without saying that he has dealt adequately, and in general excellently, with all the main writers, Petrarch, Boccaccio, and Boiardo, and Ariosto. Dante is well treated, but to our mind a little too briefly. But the chapter on Machiavelli and Guicciardini is admirable; and the critical consideration of "Jerusalem Delivered" is one of the best things in the book—indeed all that we are told about Tasso shows careful and sound judgment. But Dr. Garnett has evidently been a close reader of the writers of more modern times as well as of the ancients. And not the least helpful part of his book is that which deals with the nineteenth century. Leopardi is neither over praised nor over blamed, and the true

nature of his pessimism is very forcibly pointed out. Of the others we should not praise Manzoni as a novelist quite so highly as Dr. Garnett does. The namby-pamby and the "weeping tears" of "I Promessi Sposi" are, no doubt, due to the period, but should not be ignored. Verga, however, gets the praise which is his due; while, on the other hand, Fogazzaro, the author of "Daniele Cortes," stands higher as a novelist, we think, than Dr. Garnett seems inclined to admit. But Lombroso can scarcely be said to stand high as a psychologist—he is rather popular than authoritative, with a touch of the cheap-jack about him.

In a book so full of facts there is abundant room for misprints and mistakes; but we have noticed only very few—the treaty of "Cateau-Cambresis" should be "Câteau-Cambresis," and its date 1558, not 1559—and the others do not seem to us of very great importance, as they reveal themselves at once. The book is well printed on good paper, and simply and satisfactorily bound; and will be found useful for reference.

Workhouses and Pauperism, and Woman's Work in the Administration of the Poor Law. By LOUISA TWINING. (Methuen.)

In this latest contribution to the "Social Questions of To-day," Miss Louisa Twining gives her experiences of Poor Law administration during the last forty-seven years. These experiences are, for the most part, in notes and extracts from diaries; but this arrangement stands in no need of the apologies which the authoress makes for it. Not only are the notes interesting as the record of good work done, but they show how the main lines of Poor Law reform have become defined through the attention which has been paid to the details of the administration. It is in the daily routine of the workhouse that the need is felt of lady guardians, of trained nurses, of educated matrons, and also of different buildings and management for the children, the sick, the aged, and the able-bodied. Miss Twining takes her readers behind the scenes, and gives them some very suggestive glimpses of this daily routine during the latter half of this century. That during this time so great an improvement should have taken place in the administration of the workhouses is owing to the exertions of Miss Twining and her fellow-pioneers. In 1853 the workhouse seemed an "inaccessible fortress, which could only be entered through great difficulties and dangers." There were no lady guardians up to 1875, although the waste and mismanagement recorded in these notes, the misplaced dustbins, the neglected saucepans, the over-stewed tea, all pointed to the need of a competent housekeeper among the guardians. The "nurses were pauper inmates, usually infirm, and more often drunk than sober, who were remunerated for their service by an amended dietary and a pint of beer, to which was added a glass of gin when their duties were peculiarly repulsive." In one workhouse the "young, old, and middle-aged, strong and weak, good and bad, idle and willing, were congregated under one management." At the present day, although much has been done to remedy these defects, much still remains to be done. The trained nurses have, as yet, no definite status, and their work is hampered in many ways. Three hundred unions and four counties are still without lady guardians. Further classification is necessary, especially for the sick and for children. With the exception of Darenth, no provision is made for defective or idiot children under the present Poor Law. Miss Twining suggests that, as the work of the Local Government Board is very heavy, a "Children's Department" should be sanctioned, to deal with the complicated and vexed question of the treatment and education of all who come under the control of the Poor Law, and must be supported by the rates, under the age of sixteen.

It is a significant fact that only a few pages in this book should be concerned with the condition of the able-bodied pauper. How to make this side of Poor Law administration effective is a problem for the future. But the work of the last fifty years in separating the able-bodied from the sick, the aged, and the young, and in placing them as far as possible under different management, has simplified the problem. It has shown that many different problems have to be solved before the Poor Law can be effectively administered, and that special knowledge and experience is in each case required to solve them.

American Literature. By KATHARINE LEE BATES. (7½ × 5 in., pp. ix., 325, 12, illustrated; price 6s. Macmillan.)

When writing of American literature it is undoubtedly a matter of considerable difficulty to decide precisely what is *American* as distinct from *English* or *British* literature, and to fix a date at which American literature properly so called may be held to begin. Miss Bates solves the problem in a very easy fashion. She begins with the first planting of the Colonies, and assumes everything to be American, even when it was written by one who was only temporarily a colonist. So at one end of the story we have Captain John Smith, who was twenty-seven when he went out, remained a few years in Virginia, later on returned for a short time to New England, and spent the rest of his life in England; while at the other end we have (with greater justice, perhaps) Mr. Marion Crawford, who is technically an American citizen, but who owes nothing to the United States and is as un-American as any writer could be. We do not wish to quarrel with this assumption, but merely to point out that it is made. It certainly has the advantage of making it appear that American literature as such has existed for three centuries, which must be pleasing to all right-minded Americans; while it can do no harm in a book which does not pretend to be a history.

Miss Bates tells us that her "outline of literary progress" is specially designed to show how essentially American literature has been an outgrowth of American life—an aim in which she is only partially successful, for a great deal of what she calls American manifestly owes its inspiration and its material to Europe. This aim, however, explains how it is that more than half the book is devoted to social life and politics and Presidents, while what we are told about the various writers is rather descriptive than critical. But the book is in no way the less pleasant reading on that account. It takes us smoothly and interestingly along from Colonial period to Revolutionary period, and thence to National era—which last begins with Bryant—telling us much that we like to know, and never disconcerting us by over-blame or over-praise. It is, of course, natural to find Emerson rated more highly both as poet and as philosopher than we in Europe rate him, and Poe's poetry admired rather more than we admire it; but there is nothing extreme in this. There is some frank criticism on newspapers, and also on artistic conditions at certain periods; and Miss Bates is almost severe on Henry James, and even on the great W. D. Howells; but, while finding fault with this or that point, she is always careful to show appreciation of what is good and artistic. She is a very agreeable cicerone, knowing her subject well, and showing that she cares for it. The reading of her book has proved so decidedly pleasant that we recommend others to make the experiment. A few of the illustrations are good, but several are either poor or very poor, as photographs of engravings are liable to be. None, however, is bad enough to cause the reader any distress.

"The Story of the Empire Series."—(1) *The Story of India.* By DEMETRIUS C. BOULGER. (6¼ × 4 in., pp. xx., 132; price 1s. 6d.) (2) *New Zealand.* By WILLIAM PEMBER REEVES. (6¼ × 4 in., pp. 183; price 1s. 6d.) (Horace Marshall & Son.)

The series to which the above booklets belong—they are the only two which so far we have read—bids fair to become not only useful but popular. The two little volumes are written with scrupulous accuracy and moderation, and in a bright interesting way. "The Story of India" is provided with an introductory chapter, mainly statistical, by Mr. H. A. Kennedy, the editor of the series; and then, starting with "India before our time," we are brought in seven chapters down to "India of the Queen." India is so huge a place—as large as all Europe less Russia—inhabited by races so many and so various, that it was a task of no small difficulty to produce a narrative, connected, comprehensive, and brief, and yet not dull. Mr. Boulger has succeeded admirably. He has omitted nothing of really first-class importance and included no unnecessary detail merely for its picturesqueness. He might, perhaps, have devoted a little more space to Aurungzebe, whose cumbrous attempt to conquer the Deccan did so much to wreck the power of the Mogul Empire, and in consequence to make our progress so much easier. But beyond this we have no word of fault-finding to say. Clive and Warren Hastings are treated with moderation

and fairness, and the chief features of the Mutiny are marked without exaggeration.

Mr. Reeves tells the tale of "New Zealand" as one who has had personal experience of both place and people, and to whom the problems of the colony are by no means remote and strange. His little book, closely packed as it is with information, has not a single dull page in it, unless it be in the postscript of statistics at the end; and even they are striking enough to interest most people. The descriptions of the Islands are very well done—simple, clear, and graphic—and the narrative of events is kept constantly interesting by the brief incisiveness with which the problems to be solved are set before us. The native question and the various land questions are particularly well dealt with, and very instructive is the all too brief—but unavoidably brief—account given of the working of the labour laws and compulsory arbitration. Mr. Reeves is evidently a strong believer in democracy, and has high hopes for the future of New Zealand. It cannot be denied that he has excellent reasons for his hopefulness; but there is an unlovely side of democracy—of which teachers, amongst others, have seen something—which pardonably enough the book does not show, but of which, by a word here and there, Mr. Reeves indicates that he is not wholly unaware. As far as we are in a position to judge, the book is accurately written, and it certainly sets very clearly before us a story which all English folk should study.

For some reason not very clear to us neither volume has its title-page dated; but both are clearly printed and neatly bound. An index in each case, though not absolutely necessary, would certainly be an improvement.

Port-Royal Education. Saint-Cyran; Arnould; Lancelot; Nicole; de Sacy; Guyot; Constel; Fontaine; Jacqueline Pascal. Extracts, with an Introduction, by FELIX CADET, Inspector-General of Public Instruction. Translated, with an Index, by ADNAH D. JONES. (Swan Sonnenschein.)

Dr. Charles Beard, in his almost classical account of Port-Royal, tells us that M. Royer-Collard was accustomed to say that "who knew not Port-Royal knew not humanity." As Dr. Beard himself says: "Jansenist holiness, like Jansenist doctrine, holds a middle place, and has its fine shades of difference which distinguish it from purely Protestant or Catholic saintliness." Such characterizations of the Port-Royal movement as a whole are a sufficient indication of the significance which the Port-Royalists were likely to have for education. We are not unprepared, on the one hand, for essential differences from the Jesuits, as, for instance, in the banishment of rivalry; whilst, on the other hand, there is a distinct leaning towards the cloistral in the inculcations of piety and in the restricted area of influence of each teacher.

M. Cadet's book has long been known in France as a careful and comprehensive selection of extracts from the Port-Royalists, and it is decidedly useful and valuable to have this translation ready for the English reader. The provision of carefully selected material gives the student the opportunity of judging how these various writers supplemented one another; whilst the admirable essay of M. Cadet gives a clear and complete account of each of the writers and the main features of the educational work of each.

A Student's Text-Book of Zoology. By ADAM SEDGWICK, M.A., F.R.S. Vol. I. (Sonnenschein.)

This is a good and useful work, but not for everybody's reading. It is a text-book of systematic zoology, and will find its chief use as a book of reference. A fair knowledge of zoology is taken for granted, and the style is condensed and technical. Professor Sedgwick does not greatly alter commonly received arrangements and opinions. We notice that he adopts a classification of Acalephæ which is open to the very serious objection of employing a well-known term (*Scyphomedusæ*) in a new sense. The author is now and then let down by those to whom he has turned for information; the figure and description of *Arenicola*, for instance, are altogether inadequate. There are many proofs of care, and the numerous figures are well executed. In conjunction with such treatises as Gegenbaur's "Grundzüge" (now rather antiquated), Rolleston's "Forms of Animal Life," and Parker and Haswell's "Text-Book," Sedgwick's "Zoology," when completed, will make a good course for advanced students.

"Social England Series." *Life in an Old English Town: a History of Coventry.* By MARY DORMER HARRIS. (London: Swan Sonnenschein; New York: The Macmillan Co.)

Among the good services rendered to the cause of learning by the late J. R. Green, not the least was that he taught his countrymen to understand something of the profit and delight to be derived from the history of an English town. As the short span that he was granted for literary work was devoted to more general history, he could not himself do more in this direction; but he did enough to set others on the right track. It has been pursued notably by one whom it specially became to write on "Town Life." Miss Harris's volume gives us another valuable and interesting exposition of this subject, which it illustrates by a complete account of the history of a single town. It would not probably be easy to name any town which had a more varied life in old times than Coventry, and its history is, therefore, peculiarly instructive. Coventry cannot boast an antiquity to be compared with that of Colchester or Bath; for its history belongs wholly to English times, and like Wells and Peterborough, it owes its beginning to an ecclesiastical foundation. Nothing certain is known about it before Earl Leofric—the husband of Godgifu, the Lady Godiva of legend—built his monastery there. The town grew up about the minster, and its early history tells us something of the relations between a town and a wealthy ecclesiastical neighbour, lord of part of its soil. Coventry, however, was divided into two lordships; for, while part, the "Prior's half," belonged to the monastery, part, the "Earl's half," was the property of the Earl of Chester, and the tenants of monastery and of the lay lord naturally fell to blows. In the reign of Henry III., the prior obtained a lease of the lay manor, and then the earl's folk quarrelled with the prior; for they were impatient of the restrictions that hindered their trade. A new phase of the history began when Isabella, the widow of Edward II., obtained the rights of the Earl of Chester, which passed from her to successive Princes of Wales. The prior was no match for the Queen; the townsmen received licence to form a merchant guild, and a few years later the town was incorporated with a mayor, bailiffs, and a community, who were thenceforward to be responsible for the fee-farm rent, and were empowered to hear certain pleas, so that, in the eyes of the indignant monks, they became lords of the prior, "all whome before time were his tenants." Much is told us of the two powerful Coventry guilds, the Trinity Guild, probably the merchant guild under another name, which soon became the ruling body in the town, and the Guild of Corpus Christi, formed, as it would seem, of the prior's tenants. The chief industry of Coventry, in the fifteenth century, was clothmaking, and the Corporation books contain many ordinances for the regulation of the companies of craftsmen employed upon it. The drapers, or cloth merchants, were powerful in civic affairs, and the traders generally kept the craftsmen in control and constantly interfered with the conditions under which they carried on their business. While resenting this interference, the crafts were at one with the Corporation in checking unions or fraternities among the journeymen for the purpose of gaining higher wages. Famous for its plays and pageants, the town royally entertained kings and queens, and some amusing accounts of these receptions are given here, while the part that Coventry had in the struggle between the parties of Lancaster and York is carefully traced. Miss Harris has not approached her subject in the spirit of a mere local antiquary, but rather as an historian: for, while she sticks to the story of Coventry, she constantly compares her town with others, and shows no small knowledge of English town life as a whole. Her book is very pleasant reading; she has worked at the records of her town to good purpose, and her narrative of the resistance made by the commonalty to the invasion of their Llamas lands and of the career of Laurence Saunders, the leading spirit in the town at that time, "a masterful man and wilfully disposed," is a picturesque bit of work and full of instructive as well as amusing incidents.

"Blackwoods' School Shakespeare." — *The Merchant of Venice.* Edited, with Introduction, Notes, and Glossary, by R. BRIMLEY JOHNSON. (7×4½ in., pp. 144; price 1s. 6d. Blackwood & Sons.)

The aim of this edition, we are told, is to *interpret the plays* without indulging in elaborate literary criticism or trespassing on the domain of pure philology; and this aim—a very sound one—is in the main realized in the book before us. But Mr. Johnson seems to us to go to an unwise extreme in cutting down his annotations. Schoolboys and schoolgirls require more than he gives them. The introductory matter consists of "the story of the play," very well and pointedly told, followed by sections on "style and date," "first editions," "sources of the plot," &c. These sections are in themselves simple, accurate, and well written. But why the schoolboy is supposed not to care for literary criticism, and yet to care for arguments as to the date, sources of the plot, first editions, &c., we do not understand. Such matters may, to some extent, help an adult student to "interpret the play"; but they do not help a schoolboy. The concluding sections are much more to the point, dealing as they do with "the relations of love and friendship," "the wickedness of usury," "the opposition of law and equity." These and other kindred questions raised by the play are the topics on which the young require enlightenment, and not questions of dates and

origins. Of course, this edition is not singular in this respect; but the preface had led us to hope that it would differ from other editions by discarding such superfluities. We must not conclude without mentioning that the little volume is excellently printed.

Helps to the Study of Addison's Essays. By C. D. PUNCHARD, B.A. (6¼ × 4¼ in., pp. 127; price 1s. net. Macmillan.)

Mr. Punchard's idea of publishing his prolegomena and notes to certain of Addison's essays in a separate little shilling volume, without the text, is a good one, and deserves to be adopted in other cases. The essays chosen for illustration and comment are those selected by Mr. J. R. Green in his Addison volume in the "Golden Treasury" series. The general reader does not want—or thinks he does not need—introductions and notes, and can get Green's volume without them. The student, however, will find what Mr. Punchard gives very much to his purpose. The introductory matter—on Addison's life and time, his writings, his humour, &c.—is not only good in substance, but also is written in particularly good English, evidently the result of a close study of his author. The notes show sound judgment and abundant information; they are neither too many nor too full, and give just what the student will need and will be glad not to have the trouble to hunt for, even if he has the right books of reference and knows how to hunt. We hope that Mr. Punchard will give us some more of his work.

The Story of Japan. By R. VAN BERGEN, M.A. (7¼ × 5 in., pp. 294; price 2s. 6d., illustrated. American Book Co.)

"The Story of Japan," the author tells us, has been written to enable children to obtain a correct idea of the people and of the impulses leading to the rapid progress of the last twenty-five years. Mr. Van Bergen evidently has considerable personal knowledge of the subject, and writes with sympathy and simplicity. We have read his book with very decided pleasure. The earlier chapters naturally deal much with legends; and many incidents and characteristic stories are introduced to illustrate the manners and customs of the various periods. It is only after the middle of the sixteenth century, and the arrival of St. Francis Xavier, that the story takes definitely connected historical form; and it is continued in this way down to the Treaty of Simonoseki, in 1895. In a book of this size it would be a mistake to insert many details and statistics; and Mr. Van Bergen is to be congratulated on the judgment and skill which he has shown in selecting only such matters as are really important and characteristic. Most clear and interesting is the way in which he has brought out the predominant importance of the *Samurai*, or warrior-class of nobles, who for centuries have been, and in a great measure still are, the real rulers of Japan; and, on the whole, very just rulers they have been. Very convincingly are we shown their high sense of duty, their public spirit and intense patriotism—qualities shared by other classes as well—and withal their keenness to learn the best, when once they admit the necessity for change, and the personal conceit of each one that he knows better than his fellows what should be done and how to do it. We could wish that Mr. Van Bergen had found space to tell us something of the lives and manners of the artisan class generally, and of the women and children. We are told, it is true, that neither artisan nor woman has any status in the country, and that the boys of the upper classes do not know what play is, their lives being spent in one sober round of duty; but this is telling us very little, and children, for whom the book is intended, would like to know more about their fellow-children. However, we will not grumble. Others besides young children will read "The Story of Japan" with pleasure and profit. The book is well illustrated, and is supplied with a map and a good index.

The Beginnings of English Christianity. By W. E. COLLINS, M.A., Professor of Ecclesiastical History at King's College, London. (Methuen.)

This book is intended, we should say, for those readers who are unable to study the subject in detail, and who yet wish to obtain some general idea of the work of St. Augustine and its bearing on English Christianity. The subject treated is so vast, and, in many aspects, so complicated, that we do not think an elementary work could ever be entirely successful; but, considering the nature of the material with which he had to deal, Professor Collins has given us, on the whole, a very satisfactory piece of work. Professor Collins's object seems to be to show that the origin of the English Church must be traced to the work of Pope Gregory the Great and St. Augustine, and not to any British Churches existing before that time. He has taken great pains to maintain a judicial attitude when dealing with the respective claims of the early British Church and the Church established by St. Augustine; but we are not sure that he does full justice to the work of those early pioneers of Christianity in England who made considerable progress towards enlightenment before a Pope of Rome contemplated the so-called "conversion" of England. Although all must admit that the British Church had become weakened, and, in many ways, debased, when Augustine landed in Kent in 597, yet it is impossible to forget the splendid work done by Aidan in the North of England, which was due to the influence of this earlier Christian teaching, and owed nothing to the efforts of St. Augustine and his missionaries. Professor Collins has made a very careful study of records and docu-

ments relating to the Welsh Church and the connexion between the English Church and the Roman Church; and, if we do not agree with all his views with regard to the separation between the English Church and the Papal Church, we are bound to admit that he forms no rash and prejudiced conclusions, and that he has left no stone unturned to get at the truth. Altogether, this is an interesting little book for those who wish to skim lightly over the surface of a profound subject. An excellent map of Britain in 597 and some learned appendices add greatly to the value of the book.

Gray's English Poems. Edited, with Introduction and Notes, by D. C. TOVEY, M.A. Price 4s. (Pitt Press.)

Gray was dubbed by Dr. Johnson a "barren rascal," but this very defect, if defect it be, has made him a school classic. There are at present in the field four adequate editions of Gray's poems (it would be invidious to name them), and Mr. Tovey may be reckoned as the fifth. His edition, however, is obviously designed for advanced scholars, not for schools. As a school book, length and price put it out of the running; it must be regarded as an essay in higher criticism. As such we should be inclined to award it a good second class. Mr. Tovey has made a special study of Gray, and he often employs the information that he collected for "Gray and his Friends" with good effect to elucidate the personal references in the poems and their genesis. On the other hand, he has not had the leisure or opportunity to produce the standard edition. Thus, as he tells us, the various readings of the "Elegy" are given at second hand, and even the Pembroke College MS. was only cursorily inspected. The edition most closely followed, next to Mason's, Dr. Bradshaw, is quoted on almost every page. In a few instances, Dr. Bradshaw stands corrected; but, once and again, Dr. Bradshaw scores points that are overlooked by Mr. Tovey, and constantly Dr. Bradshaw gives in three or four lines what Mr. Tovey takes a page to say. The first poem will suffice to make good our criticism. *The rosy-bosom'd Hours*: Bradshaw's suggestion "with bosoms full of roses" is rightly scouted, but that "Hours" = "Seasons" is not pointed out, and neither editor quotes the obvious original "It ver et Venus," &c. *The purple year*: "Classical as this phrase seems, the nearest approach to it is 'ver purpureum,' in the tenth book of Columella." The genesis of this note is characteristic. Bradshaw quotes "ver purpureum," from "Æneid," IX. 40 (a slip for "Eclogue"); our editor looks it out, fails to find it, and turns out *purpureus* in White's Dictionary. *Reclin'd* (line 17) agrees, says Dr. Bradshaw, with *me*. Surely not, says Mr. Tovey; it agrees with *the Muse*. We doubt whether Gray himself could have settled the difference. "With me the Muse," = "I as a poet." *The sportive kind reply*: It takes a page to reach the orthodox interpretation.

Letters to his Son on Religion by Lordell, first Earl of Selborne. (Macmillan.)

The title irresistibly recalls Lord Chesterfield's letters to his son, and the comparison is not so grotesque as it might at first seem. Lord Chesterfield was a man of the world, neither better nor worse than his contemporaries, and he attempted, with indifferent success, to indoctrinate his son in the worldly wisdom by which he had made his way. Lord Selborne is not only a great legal luminary, but also a pillar of orthodoxy, and he expounds to his son the tenets by which he holds, and his grounds for holding them. The case is closely and clearly argued, and, if the premisses are granted, the conclusions cannot be disputed. "It follows necessarily from the mere belief that there is a Divine Author and Governor of the World that all true light and wisdom has its source and centre in Him." True, but this mere belief is just what the thoughtful boy finds it hard to accept. Parents and schoolmasters have told him that it is so; but "Nature red in tooth and claw shrieks against his creed," and he begins to ask about the origin of evil, about evolution, and the survival of the strongest, enigmas that lie outside Lord Selborne's philosophy. As a manual of Christian evidences we can highly commend the "Letters," but they will not appeal to the ordinary schoolboy.

- (1) *Age of Richelieu.* Edited, with Introduction, Notes, Exercises on the Text, and Subjects for Essays. By A. JAMSON SMITH, M.A. (A. & C. Black.) (2) *Le Verre d'Eau.* By SCRIBE. With an Introduction and Notes by F. F. ROGET, B.A. (Macmillan.) (3) *An Elementary Scientific French Reader.* By P. MARIOTTE-DAVIES, Ph.D. (London: Ishister & Co. Boston: Heath & Co.)

This is the first issued of Black's "Historical French Readings," and it is welcome. The idea of introducing into the classroom the serious study of French history in French will commend itself to many teachers. And few more striking periods could have been chosen than that which deals with the great Cardinal. "The extracts selected either represent scenes from his life as described by eye-witnesses or other contemporaries, or they are appreciations by the best modern French historians." There are also extracts dealing with the general social development of the age in France. Such are, for instance: XXII., "First Weekly Newspaper for France"; and XXXVII., "The Beginnings of the Académie Française." The extracts should be read in close connexion with Mr. Jamson Smith's suggestive historical introduction. It gives to them a meaning and a

continuity which, without this aid, the student yet ignorant of the age of Richelieu would fail to perceive. If read with the introduction as a guide, the book will prove of real value and great interest to advanced students and pupils in the higher forms. By making them acquainted with the writings and the thoughts of the men who lived and moved in the circle of Richelieu, it will give them a clearer insight into the history of the seventeenth century than can be gained by the study of any ordinary text-book. The notes are commendably brief, and the re-translation exercises are good; but it would be more convenient, both to teacher and pupils, if each exercise were based on not more than two pages of the text, and only on selected pages. Binding and print are unusually good.

(2) This play is an old friend and should be welcome. It will make very amusing reading in the upper classes of schools. The notes are helpful and suggestive. No vocabulary.

(3) "The purpose of this book is to acquaint the student with technical terms, to familiarize him with scientific forms of expression and style, and to enable him to read with profit the scientific and technical contributions to French magazines, and general literature in French." The selections, which are from the pens of leading scientists, are, for the most, interesting; but their value would have been greatly increased by the addition of a larger number of illustrations. The notes are helpful and not overdone. On page 9, note 1, we notice a grammatical blunder: "*inventions qui ont fait du bruit*—who have attracted general attention." There are some omissions in the vocabulary: *cercle* meaning district (25); *prévisions* (35), and on page 9 a misprint: *une moine* for *un moine*.

Athalie. By RACINE. Translated into English Verse by W. P. THOMPSON, F.C.S., M.I.M.E. (Hachette & Co.)

Mr. Thompson has attempted a very difficult task, and with some success. Many of his lines, especially at the beginning, flow easily, but others are wooden and some obscure, if not ungrammatical. For instance, we have (page 91):

"Eliacin they in my power must place
The treasure I know that their fane doth embrace,
By David your King in the old time amassed,
And left with the high priest in secrecy fast,
Go, say at this price I permit them to live."

As they stand, the three sentences in the middle have no connexion with what goes before or after, and make no sense. The French is clear enough:

"Qu'avec Éliacin on mette en ma puissance
Un trésor dont je sais qu'ils ont la connaissance,
Par votre roi David autrefois amassé,
Sous le sceau du secret au grand-prêtre laissé,
Va, dis-leur qu'à ce prix je leur permets de vivre."

Again (page 40):

"I know on my conduct, attacking my power,
Their talk, with a licence they hold to this hour!"

It is only by turning to the French that one gathers the meaning of the above:

"Je sais sur ma conduite et contre ma puissance
Jusqu'où de leurs discours ils portent la licence:"

Other lines that should be bettered are the last five on page 24, and those spoken by *Athalie* on page 98, ending with

"Deliver me, guards, from this odious false thing!"

—a line more remarkable for its force than its dignity. In spite of these defects, however, Mr. Thompson's book, in which the translation and the original are printed in parallel columns, will prove useful to those who are not advanced enough to understand the French without some such help.

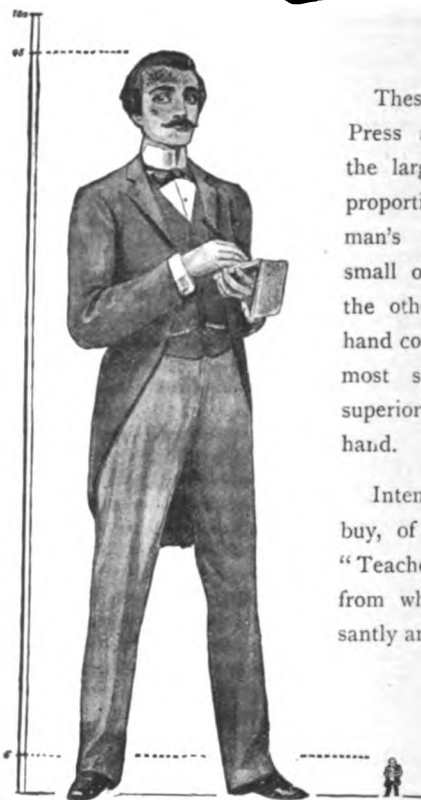
French Practical Course. By J. MAGNENAT. (Macmillan.)

The method is as follows: (1) Rules in French, with examples; (2) Vocabulary; (3) French-English sentences for translation; (4) English-French. The author does not explain how the French rules are to be used. There are a large number of them, of which the following is an example: (page 23): "7. *Emploi du Présent*—Ce temps exprime: (a) Un état, une action, au moment actuel: je suis petit; j'ai un frère. je vends un oiseau. (b) une vérité générale: Dieu est le créateur du ciel et de la terre," &c. There are terms like *les pronoms subjectifs atoniques*, *subordonnée adjective*, *subordonnée comparative*, *circonstancielle de manière*, *propositions circonstancielles de cause*. We hope that no teacher will be hard-hearted enough to inflict these awe-inspiring abstractions upon the small boys under his charge.

CORRECTION.—The publishers of Lyde's "North America," noticed in our last issue, are Messrs. A. & C. Black, and not Blackie as there stated.

(Continued on page 558.)

Pitman's Shorthand



These gentlemen of the Press are drawn to scale; the large one represents the proportion of writers of Pitman's Shorthand, and the small one the writers of all the other systems of Shorthand combined, demonstrating most significantly the vast superiority of Pitman's Shorthand.

Intending learners should buy, of any Bookseller, the "Teacher," price 6d. only, from which the art is pleasantly and easily acquired.

HOW TO FIGHT FOREIGN COMPETITION.

A highly important advance is about to be made in the provision of a means of imparting a higher standard of commercial teaching for young persons leaving school.—*I*de "Daily Press."

NOT ON EQUAL TERMS WITH OTHER NATIONS.

"Much of the commercial knowledge of Germany has been supplied by young Germans who have been employed as clerks in Great Britain, mostly as foreign correspondents. British clerks cannot be used as foreign correspondents, because not one in a thousand can correspond correctly in any foreign language."—*Consular Report from Stettin, issued by Foreign Office.*

OUR COMMERCIAL STAKE THE GREATEST OF ANY NATION.

"Our commercial stake is incomparably the greatest of any nation in the world. Our education ought to be commensurate with our interests and great opportunities; and it ought not only to keep pace with, but excel, that of foreign countries."—*Extract from a speech by Mr. Curzon, M.P.*

BRITAIN'S COMMERCIAL IGNORANCE CAN BE REMEDIED

And young men and women of England can obtain a commercial education fitting them to compete on equal terms with those of other nations, and fight the Continental clerk with his own weapons, by carefully studying the following works:—

PITMAN'S BUSINESS TRAINING	2s. 6d.
PITMAN'S COMMERCIAL GEOGRAPHY (weekly)	1½d.
PITMAN'S SHORTHAND WEEKLY	1d.
PITMAN'S FRENCH WEEKLY	1d.
PITMAN'S GERMAN WEEKLY	1d.
PITMAN'S TYPEWRITER MANUAL	3s. 6d.

To be obtained from all Booksellers and Newsagents.

London:
Sir ISAAC PITMAN & SONS, Ltd., 1 Amen Corner, E.C.
And at Bath and New York.

BLACKIE & SON'S

BOOKS SUITABLE FOR OXFORD LOCAL EXAMINATIONS, 1899.

English.

SHAKESPEARE.—RICHARD THE SECOND. (*In The Warwick Shakespeare.*) Edited by C. H. HERFORD, Litt.D., Professor of English at University College, Aberystwyth. Fcap. 8vo, cloth, 1s. 6d.

SHAKESPEARE.—RICHARD THE SECOND. (*In The Junior School Shakespeare.*) Edited by W. BARRY, B.A. Lond. Fcap. 8vo, cloth, 8d.

MACAULAY.—HORATIUS AND BATTLE OF LAKE REGILLUS. Edited with Introductions and Notes. Fcap. 8vo, cloth, 6d.

HISTORY.

ENGLAND AND THE HUNDRED YEARS' WAR (A.D. 1328-1485). (*Oxford Manuals of English History, No. III.*) By C.W.C. OMAN, M.A., Fellow of All Souls College. Fcap. 8vo, cloth, 1s.

ENGLAND AND THE REFORMATION (A.D. 1485-1603). (*Oxford Manuals of English History, No. IV.*) By G. W. POWERS, M.A., sometime Scholar of New College. Fcap. 8vo, cloth, 1s.

A HISTORY OF THE BRITISH EMPIRE. With Tables, Plans, and Maps. By EDGAR SANDERSON, M.A. 476 pp., cloth, 2s. 6d.

GEOGRAPHY.

MAN ON THE EARTH: A Course in Geography. By LIONEL W. LYNDE, M.A., Examiner in Geography to the Oxford Local Examination Board, &c. Fully Illustrated. Crown 8vo, cloth, 2s.

BLACKIE'S DESCRIPTIVE GEOGRAPHICAL MANUALS. By W. G. BAKER, M.A. Fully Illustrated. Crown 8vo, cloth.

- No. 2. THE BRITISH ISLES ... 2s.
- No. 3. THE BRITISH COLONIES AND DEPENDENCIES ... 2s.
- No. 4. EUROPE (except the British Isles) ... 2s.
- No. 5. THE WORLD (except Europe and the British Empire) ... 2s.

THE GEOGRAPHY OF THE BRITISH EMPIRE. By W. G. BAKER, M.A. Illustrated. Crown 8vo, cloth, 3s. 6d.

A SYNOPSIS GEOGRAPHY OF THE WORLD: A Concise Handbook for use when preparing for Examinations, and for general Reference. With a complete series of Maps. Crown 8vo, cloth, 1s.

COMMERCIAL GEOGRAPHY: A complete Manual of the Countries of the World. By Professor ZIEHN. *New and Revised Edition.* With Map of the Chief Trade Routes. Crown 8vo, 3s.

Latin and Greek.

CAESAR.—THE GALLIC WAR. Edited, with Introduction, Notes, and Appendices, &c., by JOHN BROWN, B.A. Fully Illustrated. Fcap. 8vo, cloth. Books I., II., IV., V., and VI., 1s. 6d. each. Book III., 1s.

CORNELIUS NEPOS.—SELECT BIOGRAPHIES. Edited, with Introduction, Notes, &c., by J. E. MELHUIS, M.A. Fcap. 8vo, 1s. 6d.

XENOPHON.—ANABASIS. BOOK I. Edited, with Introduction, Notes, &c., by C. E. BROWNRIGG, M.A. Fcap. 8vo, cloth, 1s. 6d.

LATIN PROSE OF THE SILVER AGE.—SELECTIONS. Edited by C. E. BROWNRIGG, M.A. With an Introduction by T. H. WARREN, M.A. Crown 8vo, cloth, 4s. 6d.

FIRST STEPS IN CONTINUOUS LATIN PROSE. By W. C. FLAMSTEAD WALTERS, M.A. Crown 8vo, cloth, 2s.

HINTS AND HELPS IN CONTINUOUS LATIN PROSE. By W. C. F. WALTERS, M.A. Crown 8vo, cloth, 2s. KEY, 2s. 6d.

HINTS AND HELPS IN CONTINUOUS GREEK PROSE. By W. C. FLAMSTEAD WALTERS, M.A. Crown 8vo, cloth, 2s. 6d.

A CLASSICAL COMPENDIUM. A Handbook of Greek and Latin Constructions, &c. By C. E. BROWNRIGG, M.A. Crown 8vo, cloth, 2s. 6d.

LATIN UNSEENS. Junior Section, 3d.; Senior Section, 6d.

GREEK UNSEENS. Junior Section. By A. C. LIDDELL, M.A. 4d.

GREEK UNSEENS. Senior Section. By E. SHARWOOD SMITH, M.A. 8d.

German.

A FIRST GERMAN COURSE. By A. R. LECHNER. Crown 8vo, cloth, 1s. 6d.

A SECOND GERMAN COURSE. By H. BAUMANN, M.A. Crown 8vo, cloth, 2s. 6d.

GERMAN STORIES. With Notes, &c. By L. DE SAUMAREZ BROCK. Fcap. 8vo, cloth, 1s. 6d.

GERMAN UNSEENS. Junior Section. By D. S. RENNARD, B.A. Paper, 4d.

French.

A FIRST FRENCH COURSE. By J. J. BEUZEMAKER, B.A., late Examiner to the College of Preceptors, &c. Crown 8vo, cloth, 1s. 6d.

A SECOND FRENCH COURSE. By the late J. J. BEUZEMAKER, B.A. Crown 8vo, cloth, 2s. 6d.

A MODERN FRENCH READER: Interesting Extracts from Contemporary French. With Notes and Vocabulary by J. J. BEUZEMAKER. Crown 8vo, cloth, 1s.

FRENCH STORIES. With Notes, Exercises, and Vocabularies. By MARGUERITE NINET. Fcap. 8vo, cloth, 1s.

FRENCH TALES FOR BEGINNERS. With Vocabularies. By MARGUERITE NINET. Illustrated. Fcap. 8vo, cloth, 1s.

UNSEENS.

FRENCH UNSEENS. Junior Section. By D. S. RENNARD, B.A. 3d.

FRENCH UNSEENS. Middle Section. Selected by E. PELLISSIER, M.A. Fcap. 8vo, cloth, 1s.

FRENCH UNSEENS. Senior Section. Selected by E. PELLISSIER, M.A. Fcap. 8vo, cloth, 1s. 6d.

Arithmetic.

LAYNG'S ARITHMETIC. By A. E. LAYNG, M.A., Headmaster of Stafford Grammar School. Part I. (Notation to the Unitary Method). Part II. (Unitary Method to Scales of Notation, &c.). Each, with or without ANSWERS, crown 8vo, cloth, 2s. 6d. Complete, with ANSWERS, 4s. 6d.

HIGHER ARITHMETIC AND MENSURATION. For University, Army, and Civil Service Examinations. By EDWARD MURRAY, Mathematical Master at the Civil Service Institute, Dublin. Crown 8vo, cloth, with ANSWERS, 3s. 6d.

EXAMINATION ARITHMETIC: containing 1,200 Arithmetical Problems and Exercises (with Answers), selected from Oxford and Cambridge Local Examination Papers, &c. Classified by T. S. HARVEY. Cloth, 2s. KEY, 4s. 6d.

Mathematics.

EUCLID'S ELEMENTS OF GEOMETRY. With Notes, Examples, and Exercises. Edited by A. E. LAYNG, M.A. BOOKS I. to VI., and XI., with Appendix; and a wide selection of Examination Papers. Crown 8vo, cloth, 3s. 6d.

Book I., 1s.; II., 6d.; I.-II., 1s. 3d.; III., 1s.; I.-III., 2s.; IV., 6d.; I.-IV., 2s. 6d.; V. and VI., together, 1s.; XI., 1s. 6d. KEY to Book I., 2s. 6d.; to complete Euclid, 5s.

A NEW SEQUEL TO EUCLID. By Prof. J. DILWORTH, M.A. Part I. Exercises on the first three Books of Euclid. Crown 8vo, cloth, 1s.

ELEMENTARY TEXT-BOOK OF TRIGONOMETRY. By R. H. PINKERTON, B.A. Oxon. *New Edition, Revised and Extended.* Fcap. 8vo, cloth, 2s.

ELEMENTARY MENSURATION, LINES, SURFACES, AND SOLIDS. With numerous Exercises. By J. MARTIN. With or without ANSWERS, cloth, 10d.

PRELIMINARY ALGEBRA. By R. WYKE BAYLISS, B.A. Cloth, 1s.

ALGEBRA. UP TO AND INCLUDING PROGRESSIONS AND SCALES OF NOTATION. By J. G. KERR, M.A. Cloth, with ANSWERS, 2s. 6d.; without ANSWERS, 2s.

ALGEBRAIC FACTORS. HOW TO FIND THEM AND HOW TO USE THEM. By Dr. W. T. KNIGHT. Cloth, 2s. KEY, 3s. 6d.

MATHEMATICAL WRINKLES for Matriculation and other Exams. By Dr. W. T. KNIGHT. Cloth, 2s. 6d.

Science.

ELEMENTARY BOTANY. By JOSEPH W. OLIVER, Lecturer on Botany at the Birmingham Technical School. Cloth, 2s.

EARTH-KNOWLEDGE. *A Text-Book of Physiography.* By W. JEROME HARRISON, F.G.S., and H. ROWLAND WAKEFIELD. Part I., *Ninth Edition*, 2s.; Part II., *Sixth Edition*, 2s. 6d.

ELEMENTARY INORGANIC CHEMISTRY. *Theoretical and Practical.* By Prof. A. HUMBERT SEXTON, F.I.C., F.C.S., &c. Fcap. 8vo, cloth, 2s. 6d.

ELEMENTARY HYGIENE. With an Introductory Section on Physiology. By H. ROWLAND WAKEFIELD. Cloth, 2s. 6d.

ELEMENTARY TEXT-BOOK OF DYNAMICS AND HYDROSTATICS. (*Theoretical Mechanics, Elementary and Advanced.*) By R. H. PINKERTON, B.A. Fcap. 8vo, cloth, 3s. 6d.

COMPLETE CATALOGUE OF EDUCATIONAL WORKS ON APPLICATION.

BLACKIE & SON, LIMITED, 50 OLD BAILEY, LONDON, E.C.

PUBLICATIONS RECEIVED.

- AMERICAN BOOK COMPANY (New York).—Elements of Grammar and Composition. By E. Oram Lyte, A.M., Ph.D.* Price 50 cents.—Elementary English. By E. Oram Lyte, A.M., Ph.D. Price 35 cents.—Selections from the Works of Jean Paul Friedrich Richter. Edited with Introduction and Notes by George Stuart Collins, Ph.D. Price 60 cents.
- EDWARD ARNOLD.—Le Masque de Fer: Episode from Le Vicomte De Bragelonne. By Alexandre Dumas. Adapted for use in Schools by R. L. A. Du Pontet, M.A. Price 3s.
- GEORGE BELL & SONS.—The Cathedral Church of Lincoln: a History and Description of its Fabric and a List of the Bishops. By A. F. Kendrick, B.A. With forty-six Illustrations. Price 1s. 6d.
- ADAM & CHARLES BLACK.—A Geography of the British Isles. By Lionel W. Lyde, M.A.
- BLACKIE & SON.—Selections from Taine. Edited by Francis Storr, with an Introduction by C. S. Sorella.—A New Sequel to Euclid. Part I. By W. J. Dilworth, M.A. T.C.D. Price 1s.
- WILLIAM BLACKWOOD & SONS.—The St. Andrews University Calendar for the year 1898-99. Price 2s. 6d.—The Tragedy of King Richard the Second. With Introduction, Notes, and Glossary by R. Brimley Johnson. Price 1s. 6d.—Foreign Classics for English Readers: Pascal, by Principal Tulloch; Petrarch, by Henry Reeve.
- W. & R. CHAMBERS.—Chambers's Alternative Geography Readers. Standard VI. Price 1s. 6d.
- DUCKWORTH & CO.—In the Cage. By Henry James. Price 3s. 6d.
- EDUCATIONAL SUPPLY ASSOCIATION.—Short Services for Use in Boarding Schools. Compiled and Arranged by a Schoolmaster. Price 2s.
- GINN & CO. (Boston, U.S.A.).—Seed-Travellers: Studies of the Methods of Dispersal of various Common Seeds. By Clarence Moores Weed. Price 1s. 6d.—Coleridge's The Rime of the Ancient Mariner. Edited with Introduction and Notes, by Lincoln R. Gibbs, M.A. Price 1s. 6d.—Selections from the Writings of Walter Savage Landor. Edited with Introduction and Notes, by W. B. Shubrick Clymer. Price 4s. 6d.
- HARRISON & SONS.—The Anglican Church Magazine. Price 1 franc.
- HODDER & STOUGHTON.—The Land of the Monuments: Notes of Egyptian Travel. By Joseph Pollard, with Introduction by the Rev. W. Wright, D.D. With Map and fifteen Illustrations. Second Edition. Price 5s.
- A. M. HOLDEN.—The Comparative Atlas: Physical and Political. By J. G. Bartholomew, F.R.S.E., F.R.G.S., and Edited by J. M. D. Meiklejohn, M.A., F.R.G.S. Price 2s. 6d.
- ISHSTER & CO.—Legends of Greece and Rome: Stories of Long Ago. By Grace H. Kupfer. Price 1s. 6d.
- P. S. KING & SON.—The London Technical Education Gazette. Price 2d.
- LONGMANS, GREEN, & CO.—The Works of Lord Macaulay: History of England, Vols. III. and IV. Price 3s. 6d. each.—Hellenica: a Collection of Essays on Greek Poetry, Philosophy, History of Religion. Edited by Evelyn Abbott, M.A., LL.D. Second Edition.—A Manual of Chemical Analysis, Qualitative and Quantitative. By G. S. Newth, F.I.C. Price 6s. 6d.—Work and Play in Girls' Schools. By three Headmistresses: Dorothea Beale, Lucy H. M. Soulsby, and Jane Frances Dove. Price 7s. 6d.—Prayers for Young Boys. Price 9d.—English Grammar. By M. W. Jennings. Revised by J. G. Jennings, M.A. Price 1s. 8d.—Electricity Treated Experimentally. For the Use of Schools and Students. By Linnæus Cumming, M.A. Fifth Edition. Price

- 4s. 6d.—Elementary Physiography treated Experimentally. By Alex. Morgan, M.A., D.Sc. Price 2s. 6d.—An Elementary Course in the Integral Calculus. By Daniel Alexander Murray, Ph.D. Price 6s.—Light Science for Leisure Hours, First Series. By Richard A. Proctor, B.A. Price 3s. 6d.—Flotsam: The Study of a Life. By Henry Seton Merriman. New Edition. Price 3s. 6d.—Heart of the World. By H. Rider Haggard. New Edition. Price 3s. 6d.—Oceana: or, England and Her Colonies. By James Anthony Froude. New Impression. Price 3s. 6d.
- MACMILLAN & CO.—Letters to his Son on Religion. By Roundell, first Earl of Selborne. Price 3s. 6d.—Exercises on the First Book of Euclid. By William Weeks. Price 1s.—The First Oration of Cicero against Catilina. Edited for the use of Schools, with Introduction, Notes, and Vocabulary, by the Rev. G. H. Nall, M.A. Price 1s. 6d.—Ratzel's History of Mankind. Part 28. Price 1s. net.—Lazzy Lawrence and other Stories. By Maria Edgeworth. Illustrated by Chris Hammond. Price 2s. 6d.
- THE MACMILLAN COMPANY (New York).—The American Historical Review, July, 1898.—The Psychological Review, July, 1898.
- METHUEN & CO.—Notes on Volumetric Analysis. By J. B. Russell, B.Sc. Price 1s.
- THOMAS NELSON & SONS.—The Royal "A B C" Self-Demonstrating Geometry Cards. Standard V. Price 1s. 6d. per packet.—Royal Graduated Drawing Books. Book 14. Price 2d.—Nelson's Woodwork for Schools: a Course of Manual Training by Jerome Wallace, F.E.I.S. Part I., price 1s. 6d.; Parts II. and III., price 2s. each.
- D. NUTT.—Word-Stress in English: a Short Treatise on the Accentuation of Words in Middle English as compared with the Stress in Old and Modern English. By George J. Tansley, M.A., Ph.D.
- OLIVER & BOYD.—The Principles of French Grammar, with numerous Exercises. By Charles S. Le Harivel. Price 2s. 6d.—The Principles of French Grammar, with numerous Exercises. By Charles S. Le Harivel. Price 2s. 6d.—School Geography. By James Clyde, M.A., LL.D. Twenty-sixth edition, thoroughly revised. With Nine Maps. Price 4s.
- OXFORD UNIVERSITY PRESS.—Sir Henry Lawrence the Paficaficer. By Lieut.-General J. J. McLeod Innes, R.E., V.C. With Portrait. Price 3s. 6d.
- RIVINGTONS.—Rivingtons' Class Books of Latin Unseen. Edited by E. H. C. Smith, M.A. Books I. to VI. Price 6d. each, net.—Livy: Book I. Edited by A. F. Hort, M.A. Price 2s.—Initia Latina: a Latin Book for Beginners. By E. D. Mansfield, M.A. Price 2s.—Greek Prose Composition for Schools. By M. A. North, M.A., and the Rev. A. E. Hillard, M.A. Price 3s. 6d.
- SEELEY & CO.—Wireless Telegraphy Popularly Explained. By Richard Kerr, F.G.S. With a Preface by W. H. Preece, C.B., F.R.S. Price 1s.
- G. STONEMAN.—Astronomy for the Young. By William Thynne Lynn, B.A., F.R.A.S.
- SWAN SONNENSCHNEIN & CO.—Radiation: An Elementary Treatise on Electromagnetic Radiation and on Röntgen and Cathode Rays. By H. H. Francis Hyndman, B.Sc. With a Preface by Prof. Silvanus P. Thompson, D.Sc., F.R.S.
- T. THOMPSON.—Knowledge, August, 1898. Price 6d.
- UNIVERSITY EXAMINATION BOARD.—Cambridge Higher Local Arithmetic: Papers set from 1893 to 1898, inclusive. With answers in Full and References to leading Text-Books. By W. H. Dines, B.A. Price 1s. 6d. net.
- WHITTAKER & CO.—The School Calendar, 1898-99. Price 1s. net.—An Introductory Course of Practical Magnetism and Electricity. By J. Reginald Ashworth, B.Sc. Price 2s. 6d. net.—A School Geography. By Charles Bird, B.A., F.G.S. Price 2s. 6d.

EDUCATIONAL WORKS.

GLIMPSES OF OUR EMPIRE.

- By ROBINSON SOUTTAR, M.A., B.C.L. (M.P. for Dumfriesshire). Second Edition. With Four Maps. Cloth, 1s. 6d.
- "Mr. Souttar writes pleasantly, in a way free from party bias, and to ends that will commend approbation."—*Aberdeen Free Press*.
- "If every book published in connexion with the Diamond Jubilee were as sane as this, we would have cause for great satisfaction."—*New Age*.
- "One of the best memorials of the Queen's long reign that we have seen."—*Bookseller*.

BELL'S READER'S SHAKESPEARE.

- Condensed, Connected, and Emphasized for School, College, Parlour, and Platform. By D. C. BELL, Author of "Bell's Standard Elocutionist." In 3 vols., crown 8vo, cloth, 3s. 6d. each.
- Vol. I.—The Historical Plays. Vol. II.—The Tragedies and One Romantic Play. Vol. III.—The Comedies.

200,000 COPIES have been issued of

BELL'S STANDARD ELOCUTIONIST.

- Principles and Exercises, with a copious Selection of Extracts in Prose and Poetry, adapted for Reading and Recitation. By D. C. BELL and ALEX. MELVILLE BELL, F.E.I.S. With Frontispiece and Diagrams. Roxburghe binding. 616 pp. 3s. 6d.
- * This Edition contains 64 additional pages, comprising a NEW SELECTION OF CLASSIFIED RECITATIONS.
- The *Scotsman* says: "Far the best of the many books of the kind."

LE PETIT PRECEPTEUR;

- Or, First Steps to French Conversation. By F. GRANDINEAU, formerly French Master to Her Majesty Queen Victoria. 50 Woodcuts. Sixtieth Edition. Cloth, 1s. 6d.

DER KLEINE LEHRER;

- Or, First Steps to German Conversation. On the plan of "Le Petit Précepteur." Sixth and Cheaper Edition. Cloth, 2s.

LONDON: HODDER & STOUGHTON, 27 Paternoster Row.

Abbott, Jones, & Co.'s List.

4 & 5 ADAM STREET, STRAND, W.C.

THE BEST BOOKS FOR TEACHERS AND STUDENTS.

- 1. MANUAL OF OUR MOTHER TONGUE.** Eleventh Edition. 5s. 915 pp. Or in 2 vols., at 2s. 6d. each. By H. M. HEWITT, M.A. Revised by GEO. BEACH, M.A., LL.D.
"It is the fullest and clearest work of its kind."—*Bradford Observer*.
"The book which I used for English was 'A Manual of our Mother Tongue,' by Hewitt and Beach."—F. W. HEATH, First on Scholarship List, Christmas, 1896.
- 2. A CONCISE HISTORY OF ENGLAND.** By Rev. Sir G. M. COX, M.A. 550 pp. 4s. 6d.
"Written by a very competent hand."—*The Times*.
"A masterly review of the subject from the earliest times to our own."—*The Schoolmaster*.
- 3. CATCH QUESTIONS IN ARITHMETIC AND MENSURATION.** By Rev. A. D. CAPEL, M.A., St. John's, Cambridge. Eighth Edition. 4s. 6d. KEY, 7s. 6d.
"We cannot too strongly recommend this admirable work."—*Teachers' Aid*.
- 4. TIPS IN ALGEBRA.** By the same Author. 4s. 6d. KEY, 7s. 6d.
"Invaluable to students."
- 5. COMMON SENSE EUCLID.** BOOKS I. and II. By the same Author. 1s. 6d.
- 6. COMMON SENSE EUCLID.** BOOKS III. and IV. 2s.
- 7. READINGS FROM GREAT ENGLISH WRITERS.** 2s.
"The book would form an excellent Training College or High School Reader."—*Schoolmaster*.
Adopted by the London School Board for Higher Standard Schools and Literature Classes.
- 8. COX'S COPY BOOKS.** 16 Numbers. 2d. each.
- 9. COWHAM'S COPY BOOKS.** 16 Numbers. 2d. each.
The best writing now in use.

SPECIMENS POST FREE FOR PUBLISHED PRICE.

Catalogues on application.

CONTENTS.

	PAGE
OCCASIONAL NOTES	571
TECHNICAL EDUCATION	573
TRIBULATIONS OF A TEACHER (SEVENTEENTH CENTURY). By F. B. KIRKMAN	574
COLONIAL AND FOREIGN NOTES	574
THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND	576
CALENDAR FOR OCTOBER	577
THE NATIONAL COMPETITION AT SOUTH KENSINGTON ...	577
GENERAL MEETING OF THE ASSISTANT-MASTERS' ASSOCI- ATION	577
THE INFLUENCE OF GRAMMAR SCHOOLS	581
REVIEWS AND MINOR NOTICES	583
The Psychologic Foundations of Education (Harris); The Method of Teaching Modern Languages in Germany (Brehner); Alien Immigrants to England (Cunningham); Social and Ethical Inter- pretations in Mental Development (Baldwin); Gregorovius' History of Rome in the Middle Ages (Hamilton); General Elementary Science (Briggs); Elementary General Science (Simmons and Jones); Earle's Microcosmography (West); Aeschylus Tragoediae (Campbell); Biological Lectures delivered at the Marine Biological Laboratory of Wood's Holl, 1896-7; Mathematical Books, &c., &c.	
PRIZE COMPETITIONS	590
MARIA GREY TRAINING COLLEGE	592
BISMARCK'S FIRST SCHOOL. BY W. G. FIELD	603
JOUBERT ON EDUCATION	604
CORRESPONDENCE	606
The Registration of Teachers; Public School Diet; "Thoughts from an Examination Room"; The High-School Homes of Den- mark; Mr. Tovey's Edition of Gray's Poems; The French <i>Baccalauréat</i> .	
JOTTINGS	608
UNIVERSITIES AND SCHOOLS	611

OCCASIONAL NOTES.

THE Board of Education Bill has, on the whole, been favourably received by the press, though without enthusiasm. Certain criticisms there have been, but no signs of general opposition. Now that the holidays are over we may expect that associations of secondary teachers will meet to discuss the Bill. And we again express the hope that Prof. Jebb's Joint Committee will be resuscitated without further delay, and convey to the Lord President the general opinion of secondary teachers. Signs are not wanting that the Association of School Boards is girding up its loins ready to attack the Bill when the psychological moment comes. Is it Utopian to suggest a conference between representatives of the two sections of the profession? There is no good blinking the fact that much secondary education is given under the School Boards, and that these are bound to have their say on a Bill that delimits their province. The real struggle will come in connexion with the composition of the Local Authority.

THE School Boards bitterly resent the action of the Science and Art Department in constituting Local Authorities for secondary education, under Clause VII. of the "Directory," and will fiercely resist any further curtailment of their power. We cannot, of course, entertain for a moment the idea that School Boards, as at present constituted, should control secondary schools. They could not at once rid themselves of the idea of administering a code. At the same time, as they have entered the "sphere of secondary education," and as the higher schools and continuation schools that they have established with such admirable results can neither be abolished nor transferred to a secondary department, the School Boards have a claim on our consideration. It would be far better to meet and discuss the question than for the two parties to fight. The subject was brought up for discussion at the general meeting of the Assistant-Masters' Association by Mr. Fabian Ware.

The point to be decided would naturally fall under two heads: first, what proportion of representation should the School Board in a County Borough have on the Local Authority; secondly, in what manner and how far could the School Board interest be best represented in the county area.

COMMENTING last month on the Duke of Devonshire's speech, we raised a feeble protest against the assumption as an axiom on which all parties were agreed that any reorganization of education must in no case add to the burden of rates or taxes. It may be that the Tsar's *eirenikon* may somewhat modify public opinion, and, even if it leads to no tangible result, it will, at least, enforce attention to the blood tax that all civilized nations pay even when at peace. Meanwhile it is instructive to contrast the estimates for war and for education in the budgets of the leading European Powers. Germany spends (in francs) 869 millions on preparations for war, and 75 millions on public instruction; for Austria-Hungary the figures are respectively 324 and 31 millions; Italy spends 420 millions on its barracks, and 20 on its schools; France devotes 754 millions to the first object, and 104 to the second; Spain has a war budget of 175 and an education budget of 7½ millions; in Russia the proportion is 1,045 to 117 millions; we in England spend 1,000 millions on our army and fleet, and 117 millions on schools and colleges. Taking the average throughout Europe, for every franc spent on education 9·80 francs are spent on powder and shot.

WHILE we in England have been talking of the organization of secondary education Scotland has been acting. Under the skilful guidance of Lord Balfour of Burleigh, the Minister of Education, and of Sir Henry Craik, the permanent Secretary, endowments have been revised and are now under inspection and are strictly audited; the administration of science and art and of general education is made identical; secondary schools are inspected and examined; parliamentary grants are given; and Local Authorities are established. Beyond this it seems that there are few places in which the higher division of the village school is not in close touch with the University. The delimitation question seems to cause little difficulty, as all schools are under the same authority. Rates may be voted for secondary education without the restrictions imposed in England by the Technical Instruction Acts. And, added Lord Balfour, Scotland has nothing to learn from Wales. We base these remarks on a speech delivered by Lord Balfour at the opening of Paisley Grammar School; and, if his lordship is not too sanguine, Scotland is to be congratulated on having solved many of the educational questions that are dividing teachers in England at the present moment.

THE clause in Charity Commission schemes giving the headmaster the right of dismissing assistants at his pleasure has always been a sharp thorn to the unbefitted schoolmaster. It is difficult to understand how the clause has ever become stereotyped. So far back as 1872 some four hundred assistant-masters memorialized the Endowed Schools Commission on this subject. The reply was that the Commissioners propose henceforth in all schemes to make dismissal subject to an appeal to the governors. This promise was carried out in the scheme of one school, but since then has remained a dead letter in spite of all the appeals that have been made to the Commissioners. But just now matters look more promising. The London County Council have approved of the recommendation of

one of their committees that the right of appeal should be inserted in a scheme for a London school which is now under consideration. It is difficult to see on what grounds the Commissioners can continue to refuse this act of justice to assistant-masters.

IN the same scheme, the London County Council have advised the insertion of a clause giving the governors the right of forming a superannuation fund for assistant-masters. It is again difficult to see why the governors should, as at present is the case, be debarred from forming such a pension fund. But, in this case, the Commissioners seem prepared, to some extent, to yield to public opinion. A deputation of the Headmasters' Association, accompanied by the Honorary Secretary of the Assistant-Masters' Association, was received by Sir George Young, who expressed himself as desirous to receive information on the subject of pensions for the assistants. He said the Commissioners were unwilling to make such arrangement a charge on endowment, but were quite willing to consider it in reference to the general salary fund. The distinction would rarely be of practical importance. No definite promise was given; but we certainly think these two reforms are within measurable distance of attainment.

THE *Westminster Gazette* has filled its columns during the dead season with a multifarious correspondence on public-school feeding, in which schoolboys past and present, parents, headmasters, preparatory masters, and matrons have all taken part. We cannot say that we are much the wiser for the controversy. A., B., and C. write that at X., Y., and Z. the food is abominable; while D., E., and F. reply that at U., V., and W. it is all that can be desired. The former class, indeed, largely preponderate; that is only human nature. Judged by the suggestion book or the talk of the smoking-room, the dinners supplied in most London clubs are hardly fit for human food. Who is competent to make a fair discount for the natural propensity to grumble and strike the balance justly? The Editor, who knows his correspondents' names, and must have passed in review a host of rejected letters, is, perhaps, able to form an approximate judgment, and he pronounces that things are much as they were twenty or thirty years ago—that is, almost as bad as they can be. Boys are starved or stinted, and the tuck-shop still drives a roaring trade.

THIS is a weighty arraignment, and we fully endorse the Editor's remarks as to the virtual monopoly of public schools. Between different houses there is a limited competition, and, in one of the less flourishing public schools, a house which becomes notorious for its bad feeding may, in time, be depleted; but, with the schools as wholes, this is not the case. A boy is sent to a school for various reasons, among which food can only be a secondary consideration, and, once there, it is virtually impossible to transfer him to another school. Among preparatory schools there is free competition, and the preparatory master who tells us that he has kidneys and sausages for breakfast, and everything handsome about him, is quite beside the mark. But our own experience (*valet quantum*) does not bear out the *Westminster Gazette's* conclusions. Heaven knows there is still room for improvement; but we are convinced that schoolboys are better fed than they were a quarter of a century ago. To take a single instance. At Harrow, which is held up as one of the worst offenders, the abominable system of meat orders for breakfast which then prevailed has quite died out. So long as

boarding houses are private speculations, and a senior master's income depends mainly on his frugal house-keeping, there are certain to be Mr. Squeerses even at Eton and Harrow; and it is useless to invoke against them, as the *Westminster Gazette* does, the school authorities. All a parent can do is to avoid houses of ill repute.

ANOTHER summer holiday topic in the newspapers has been so-called "popularity prizes." There has been a sudden recrudescence of this horror of priggism that inevitably reminds us of the worst side of Miss Edgeworth's "Parent's Assistant." Mr. F. W. Wilson, M.P., has been offering watches and chains throughout his constituency; the Mayor of Richmond, throughout the borough. The argument is that a boy should grow up affectionate and gentle, kind and helpful to his schoolfellows; that you may trust the latter to find out the sterling qualities and to vote for the right candidate. But, when we think of the burden that is put upon the half dozen boys who are in the running for the prize, when we realize the development of their self-consciousness and the temptations to hypocrisy, we can only hope that our headmasters will be strong enough to refuse absolutely and entirely the offer of such prizes.

THE most valuable and interesting report presented to the Manchester Town Council by Mr. J. H. Reynolds on the subject of his visit to the various technical schools in America contains some interesting figures and reflections upon the condition of secondary education in that country. The population of the United States, excluding aliens and negroes, can be set down as just over fifty millions. Mr. Reynolds states that 646,633 is the number of students of both sexes receiving a genuine secondary education; this works out at about 13 per thousand. In England Mr. Reynolds notes that the "Return of Secondary and other Schools" shows only 181,227 pupils over twelve years of age in secondary schools for a population of just on thirty millions, or only about 6 per thousand. The great increase in America of no less than 76 per cent. since 1890 is commented on, and of this it is shown that 64 per cent. is due to public and only 12 per cent. to private schools. "Enthusiasm for the Public Schools" is the title of a special paragraph in the report, and quotations from eminent educational authorities are given in support. "No one dare speak against the common schools," said the chief of the Education Bureau, Washington; "it would be like speaking against a religion." "A man is proud, said another authority, "to say that his son goes to the public school." "In Detroit," says Mr. Reynolds, "a parent who sends his child to a private school is regarded as a 'snobbish' person." Obviously, as Mr. Findlay remarked in italics in his report to the Royal Commission, "people in America believe in education."

MR. MACAN is a Don Quixote, and we certainly shall not quarrel with him for tilting against windmills. In all essentials he is with us. He is willing that teachers should combine. He goes further, and advises teachers to join the Teachers' Guild or the Assistant-Masters' Association, as the case may be. Voluntary combination is highly commendable; but State enrolment is the incarnation of evil—it may prove a thorn in the side of the County Council. Was there ever such a bugbear? Mr. Macan objects to a State Register because the teachers enrolled would, for years to come, be such a "job lot" that to be inscribed on the Register would be rather a stigma than a credit; and, at the same time, he fears that this fortuitous

concourse of atoms, when once their names appear together in the same official publication, would constitute a trade union that would dictate their own terms to the Local Authorities. "They would have the whole authority of a State Department behind them." Was there ever a clearer case of "a hush mistook a bear"? Doctors have been registered for a generation or more, but the united profession (how long will it take for schoolmasters to be united!) were unable to stay for a single Session the passing of an Anti-Vaccination Bill.

THE *Sheldon v. Gull* case has received a fresh development since we commented on it two months ago. As the magistrate had refused to grant a summons, Mr. Gull was sued in the county court for damages. It will be remembered that the boy was absent from school with his father's permission. When he returned and presented his note of excuse he was caned—not for absence without leave, but because his absence brought before the Headmaster's notice the fact that he was idle and neglected his work. This was Mr. Gull's case, and the judge summed up in support of it; but the jury decided that the boy "was caned for his absence, and not for his dullness," and awarded nominal damages. The case is of interest to schoolmasters, and it may seem monstrous to them that a jury should be asked to decide the grounds on which the punishment is given. A parent may punish his child "reasonably," and this power is admitted to be handed over to the schoolmaster. But, if the child breaks a school rule under his parent's orders, the only admissible penalty seems to be dismissal. We must add that the punishment was not stated to be excessive.

THE *Times* recently had a chatty article on the schoolmaster returned from his holiday, and thinks that, although Dr. Blimber's Academy and Dotheboys Hall are not yet entirely killed by Dickens's satire, on the whole both masters and boys have a "good time." We do not want to oppose this view—we hope it is true; but we would like the *Times* to try and realize that the fifty or sixty schools—teaching some few thousand boys of the type that take the Joint Board Examination do not exhaust the educational provision of the country. The *Times* only knows the schoolmaster who goes to Paris at Christmas, to Rome at Easter, and to Switzerland in the summer; and who, if he does not find the life pleasant, at least finds it "profitable enough to be endured." Could the *Times* grasp the fact that there are many hundreds of masters, men of ability, of University education, who are living on salaries ranging from £80 to £200?

TECHNICAL EDUCATION.

AMONG the municipal authorities recognizing their educational responsibilities, the Technical Instruction Committee of the Manchester City Council have taken a leading place. First in civic enterprise, they are also among the first in seeking information as to the work in progress in other countries. The valuable report issued by the deputation from the Committee which visited technical schools and institutions in Germany and Austria last year has now been followed by an equally valuable report of a visit made by Mr. Reynolds to technical colleges and works in the United States and Canada. Mr. Reynolds must have had a busy five weeks. During that time he visited about forty educational institutions and works, and his report embraces observations upon manual training schools, schools of industrial art, schools for trades and special industries, engineering colleges, the applied science departments of Universities, public and other libraries; the conditions of apprenticeship, and of engineering and other industrial concerns.

THE liberality of rich American citizens in the foundation and endowment of educational institutions necessarily impressed Mr. Reynolds at the outset of his investigations. It is not, he points out, as is so frequently the case in this country, a question of merely posthumous generosity, but a gift accompanied by a living personal interest and control, the good effect of which is seen in several lavishly equipped institutions. "It is not the less noteworthy that these splendid tributes in the service of knowledge have often been the gifts of men who have themselves lacked the educational advantages they have so generously placed within reach of their poor but capable fellow-citizens."

ON the question of systematic instruction in workshop practice, American experience speaks with no uncertain voice. At the Universities and higher technological institutions, instruction, more particularly in engineering, is "always associated with laboratory training in exact measurements and accurate observations on a large scale; and in nearly all cases is accompanied by workshop practice in carefully graduated systematic courses extending over the whole period of study, in some cases highly specialized to the extent even of making appliances for the market." In this respect the American institutions differ from the system adopted in German technical high schools; the advantage, it is said, being with the former. In fact, Mr. Reynolds found instances in which firms formerly employing Germans in their technical departments, who had been trained in the technical high schools of Europe, had either superseded them altogether by graduates from the American engineering colleges, or placed them in less responsible positions.

It was said the other day that it is America, rather than Germany, which will successfully compete with this country for supremacy in the engineering industry. Mr. Reynolds shows that in the United States the training given in technical schools is held in the highest esteem by employers. "In visiting various important works, it was gratifying to observe the esteem in which the engineering colleges are held by the best class of employers. Many of their most important officials come from these colleges, and preference, other qualifications being fulfilled, is given to such technically trained candidates. In short, it would appear that the exact investigations carried on in the great laboratories of the chief engineering colleges, and the importance of the results derived therefrom, have led to a recognition of their value and necessity in the workshop itself, with the result that those who have been trained in them are receiving corresponding appreciation."

MR. REYNOLDS deals in detail with the work and methods of most of the institutions he visited. The dominant idea of the practical training of an engineer in the Worcester Polytechnic is interesting. Practical training must not, it is said, be confused with manual skill in workshop practice. The essential element in the "make-up" of the engineer is a knowledge of machines and machinery. Therefore, machinery, its uses, its production, and its products determine the plan of a course of workshop exercises. Extensive practice in the use of tools is held to involve much loss of time to the student. The young engineer must know machinery in principle and practice—must use it, dissect it, reassemble its parts, construct it, finally invent and design it.

It is abundantly evident from the pages of this instructive report that, in America, industrial development and educational enterprise are closely allied. As regards engineering, "so keen is the appreciation of their skill and knowledge that there is no difficulty whatever in the technical student finding employment." The School of Industrial Art in Philadelphia has gained the confidence of public men and of manufacturers, who eagerly seek its students, who are said "to go at once into commanding positions in industrial establishments." The art instruction at this school is characterized by a generous freedom of treatment and largeness of scale. No attempt is made to spend time on mere finish. Associated with the School of Industrial Art is the Textile School. The confidence which this institution has gained through the excellence of its training enables its graduates to obtain positions readily as superintendents or designers." It is interesting to note that, at first, the school had some difficulty in securing the sympathy and recognition of manufacturers. Now they come to the school for their recruits, for they have found the advantage of employing young trained men to enter the mill as a "boss" designer or assistant superintendent.

As in the case of the report on German institutions issued by the Manchester Technical Instruction Committee last year, the moral of Mr. Reynolds's investigations may be said to be that the immediate future of technical education in this country largely depends upon the active co-operation of employers of labour. We have the means to give technical training; we want the industrial recognition of its market value.

TRIBULATIONS OF A TEACHER.

(SEVENTEENTH CENTURY.)

"ABOUT the beginning of July 1639," Adam Martindale,* the son of a Lancashire yeoman, being above sixteen years of age, was considered by his headmaster to be "readie for the University. But the worst was, that the University was not so readie for me; warres being coming on, that soone after turned Oxford into a garrison, and many scholars into souldiers." Adam was, therefore, glad to accept a tutorship in the house of Mr. Shevington, of the Bootheries, in Eccles Parish. There he undertook to read prayers and to teach; but Mr. Shevington

put such varietie of business upon me . . . that sometimes I have not gone to my naked bed for a week together. Besides he was very high and tyrannicall in his carriage towards me. Many a time hath he chidden me severely for not doing such worke as he required of me (as perhaps copying over a lease into a great booke, or his letters to his factor at Bardeux) within a time limited, when he himselfe, by employing me about other businesse, had made it impossible; and were I never so innocent, I must not answer for myself, for if I did, he would presently hit me on the teeth with this, that servants must not answer again, urging that text Titus ii. 9 in the most rigid sence, so as to make it inconsistent with common justice, and Job xxxi. 13.

The text from Titus runs thus: "Exhort servants to be obedient unto their own masters, and to please them well in all things; not answering again." The "servant's" answer to this was: "If I did despise the cause of my man-servant or of my maid-servant, when they contended with me; what then shall I do when God riseth up? when he visiteth what shall I answer him?" Poor Martindale found the sons equally insensible to the plain teaching of Job, especially the elder, who "gave me great occasion for the exercise of patience." But, having nothing better to do, he remained till the establishment was broken up by the arrival of bands of marauding Royalists. Mr. Shevington, who was a Roundhead, found it necessary to betake himself with all speed to Wigan; he "disposeth of his sons as he could, payeth off all his servants that he had no occasion to employ further, and me among the rest."

After his dismissal, Martindale made more than one attempt to start a school on his own account; but, owing to the unsettled state of the times, without success. He then served as deputy-quartermaster in one of the regiments which held Liverpool for the Parliament. When Prince Rupert took this town, the ex-teacher, after a short imprisonment, was set at liberty, and, "weary of vagarying about with souldiers," accepted the mastership of a school at Over-Whitley, in Cheshire. He was now nearly twenty-one and earning a fair income. In the midst of this prosperity a "diminutive crosse" befell him, which he records with considerable spirit:—

A giganticke fellow that by the favour of a colonell had beene a capitaine of horse (though never fit to be a corporall) married a widow in the Lordship of Over-Whitley, whose children were indeed free, as daughter-in-law to the founder. But this would not satisfie him. I must either receive also and teach freely three children of his by a former wife (borne in another parish), or he would force me by club-law, threatening most hideously how terribly he would bang me, making no question of the feasibility by reason of the vast disproportion of our stature. . . . I was unhappily infected either by the treed I came of, or by being among soldiers so long, with a martiall spirit, that I could not understand and answer such language to his satisfaction, but tooke mine owne way. Hereupon one Saturday as I came from the schoole, without any weapon save a short hand-sticke about a yard long, he met me in a private lane and after some rhod-montado language (which I despised) he let fly at me with a long staffe. I being very nimble and strong for my pitch, apprehending at the first blush that my stick would be unserviceable if we kept our ground, ran in upon him, receiving his blow upon my shoulder, where his staff, lighting near his hand, did me no hurt at all; and I forth-with clasping mine arms about his middle threw him down into a sandy ditch, where we wrestled, fought and tugged it out for near an hour together. [Then two of his workmen] finding me upon such terms with their master as they little expected, pulled me off him, and held me while he fetched his staffe, and valiantly knocked me downe and broke my head most terribly; and that was not the greatest grievance to mee, for he also gave me so many bangs upon the armes, that, when

afterwards he commanded them to give me mine owne stick, I could do nothing with it, nor scarce hold it in my hand.

Yet nothing was broke but the peace and my pate, which without any costs was speedily well againe. I might have indicted him for a batterie, and all three for a riot; . . . but being perfectly well againe, and not in the leaste damaged in mine estate or reputation, took all such courses for pure revenge and would make no use of them. . . . And indeed the intolerable shame that fell upon him was so great a punishment that it had been pittie to have exacted any more.

The "crosses" that subsequently befell Adam Martindale, in the course of a long and active career, were the outcome of his work as a Nonconformist preacher, and do not here concern us. He took an active part in the religious squabbles of his time, and his autobiography is for the historical student a work of great value.

F. B. KIRKMAN.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

THE first volume of the Report of the Commissioner of Education for 1896-97 has just reached us, and is as acceptable as ever. Indeed, in spite of the fact that it is always, in a sense, more than a year late, we doubt whether any other official educational document in the world is so well worth waiting for and so well worth having. Like the reports that are *not* worth having, it contains, of course, its lumps of indigestible statistics; but this racial defect is more than compensated by the abundance and quality of its digestible information. The thousand odd pages, for instance, of this first volume contain, in addition to the Commissioner's Introduction, which is always an excellent lesson in pedagogics, chapters on Education in Great Britain and Ireland, France, Denmark, Norway, Greece, and Central Europe; Commercial Education in Europe; the Teaching of Civics in Switzerland, France, and England; Sunday Schools; Legal Rights of Children; Psychological Tendencies (the study of imitation); Francis A. Walker; Horace Mann; Henry Barnard; the Kindergarten; Agriculture; and other subjects of a less general character. The second volume, which follows a month or two later, is announced to contain, amongst other information, chapters on Geographical Instruction in Europe; Education in Hawaii; Early Education in North Carolina; Anthropology in Child Study; Education in Alaska; and an Eskimo Vocabulary.

Of the Commissioner's figures we note the following only:—Enrolled in schools and colleges, both public and private, during the school-year 1896-97, 16,255,093 pupils, being an increase of 257,896 over the preceding year (of this total only about 1½ millions were in private institutions, which show practically no increase); average attendance 68.9 per cent., being an increase of about 5; normal students 89,934, being an increase of 5,534. We are startled to find amongst the figures for higher education a reference to the "suspension of twelve Universities and Colleges"! Explanations are to follow in Vol. II.; but, meanwhile, this wholesale destruction of seats of learning makes one almost inclined to accept the common estimate of the "foreign University." Three points especially strike us in the Commissioner's Introduction: his warm approval of certain French pedagogic methods, his picturesque description of imported reindeer as the main instrument of civilization in Alaska, and his almost fervid defence of the Sunday school. "The great fertility of the French mind," he says, "in inventing devices for instruction appears in the text-books and programmes of their course of civics, which is introduced as a regular study into the elementary schools. Above all peoples, the French understand how to make things talk. They can make objects instruct the youth automatically. They know best how to reduce the material of education to what I have called a 'pedagogic form.' . . . The wise teacher will do well to study carefully the methods adopted in their schools."

The passage indicating the relation of reindeer to education runs as follows: "As early as 1891 the matter of the introduction of reindeer into Alaska had been brought to my notice by Dr. Sheldon Jackson, and I became so much interested in the project that I urged Dr. Jackson to appeal to the friends of missionary education for a preliminary sum to begin the experiment at once. From the sum raised a first purchase of sixteen deer was made in the summer of 1891, and a herd of 171 in 1892. Purchases in 1893 and 1894 brought the total to 538, from which original herd there is now a herd of 1,466. . . . A plan has been gradually matured for the use of these reindeer in the scheme of education. Two objects are to be secured—(1) the training of the natives as herders and teamsters. . . . (2) their education in thrift." Several pages are then devoted to showing in detail how these objects are slowly being secured, and, as one reads, one is filled with admiration for the scholar-philosopher who is undaunted by such a tremendous addition to his official burden.

Especially valuable are the deliberate utterances of such a man as

* "Life of Adam Martindale, written by himself." "Cheetham Society Publications," Vol. IV., 1845. The original manuscript is in the British Museum.

the Commissioner on any much-debated question, whichever side he may take. We do not, therefore, hesitate to quote the following panegyric on the Sunday school, although we cannot ourselves draw such a sharp line between "secular" and "religious" instruction, and between the legitimate and non-legitimate uses of "authority." "While the education of the American people, supported by taxes and public funds, is becoming more and more rigidly secular in character, and the lines drawn more closely which separate it from ecclesiastical and religious instruction, yet the true importance of religious instruction is coming to be better understood among scientific and philosophical thinkers. The secular institutions of man are organized as the family, civil society, and the State. These provide for education, the procurement of the necessities of life, and the establishment of justice. But all of these presuppose a deeper ground in the ideal of the origin and destiny of man and nature. They involve a world view, and religion furnishes, and must furnish, a world view. Hence all people, whether connected with one or another denomination of Christians, or whether holding a religion other than Christian, or holding no conscious religion at all, must admit the importance of the religious instruction of the community. More than anything else, the Sunday school has contributed to the sustenance of the Church. With the spectacle of the systematic organization of the secular schools and the improvement of methods of teaching before them, the leaders in the Church have endeavoured to perfect the methods of the religious instruction of youth. They have met the following dangers which lay in their path—namely, first, the danger of adopting methods of instruction in religion which were fit and proper only for secular instruction; secondly, the selection of religious matter for the course of study which did not lead in a most direct manner toward vital religion, although it would readily take on a pedagogic form. The secular school gives positive instruction. It teaches mathematics, natural science, history, and language. Knowledge of the facts can be precise and accurate, and a similar knowledge of the principles can be arrived at. The self-activity of the pupil is, before all things, demanded by the teacher of the secular school. The pupil must not take things on authority, but must test and verify what he has been told by his own activity. He must trace out the mathematical demonstrations, and see their necessity. He must learn the method of investigating facts in the several provinces of science and history. The spirit of the secular school, therefore, comes to be an enlightening one, although not of the highest order; but its enlightenment tends to make trust in authority more and more difficult for the young mind. On the other hand, religion, which gives the net result of the wisdom of the race in the form of authority, omits, and must omit, the long lines of proof which have established it. The experience of thousands of years shrinks to a mere point, and is stated in the dogmas which seem to be immediate spiritual facts resting on external authority, the substructures of thousands of years being almost entirely concealed. Not only are these long periods of experience kept out of sight, but also the vast labours of religious thinkers, who have grappled with psychology and philosophy, and assisted in making the religious results systematic and without contradiction. Religious education, it is obvious, in giving the highest results of thought and life to the young, must cling to the form of authority, and not attempt to borrow the methods of mathematics, science, and history from the secular school. Such borrowing will result only in giving the young people an overweening confidence in the finality of their own immature judgments. They will become conceited and shallow-minded. It is well that the child should trust his own intellect in dealing with the multiplication table and the rule of three. It is well that he should learn the rules and all the exceptions in Latin syntax, and verify them in the classic authors; but he must not be permitted to summon before him the dogmas of religion and form pert conclusions regarding their rationality."

Of the three biographical chapters, that on the late Prof. F. A. Walker interests us most—perhaps because we had not before realized how much the "General" had done and written for education. In one of the hitherto unpublished papers printed at the end of the biography, for instance, we come on as forcible a statement of one side of the case for manual training as we remember ever to have read. "If it is reasonable to believe," the passage runs, "that defects of mental constitution and organization, corresponding to defects in the organs of sense, do exist in regard to any large part of our school-children, then it seems to me clear that we have in manual training, so-called—that is, the systematic practice of the mechanic arts in connexion with drawing as a means of school instruction—a very important agent, at least, for their discovery. If to the traditional studies we add manual training, we have not only another test of application and capacity, a thing in itself of great importance, inasmuch as, by bringing in a new kind of test, we may largely correct the errors of the test afforded by text-book studies merely; but we have a test peculiarly suited to bring out the cause of any degree of failure in the performance of work. In the first place, the results of good or bad work with tools and upon materials can be measured, and gauged, and 'sized up' with an accuracy which is not attainable in estimating the character of the work done in most of the traditional studies of the schoolroom. The teacher can see exactly in what degree the child has failed: the child can see it

for himself, which is far from being always the case with recitations and examinations. Not only so, but the teacher, as I believe, finds out much more closely the cause of failure in such work. If there is any tendency to misunderstand instructions and directions; if there are any defects in the child's organs of sense or any broken wires in his mind, a penetrating teacher ought to be able, by repeated experiment, to ascertain the fact. The objective character of the work, the closeness with which the results can be measured and gauged and criticized, and especially the aid derived by the teacher from the fact that the pupil is almost invariably desirous, and desirous in a high degree, of doing his shop work perfectly—all these combine, it appears to me, to make certain that a child will not pass through any very long course of study in a school where such exercises are systematically conducted without the discovery of any physical or mental defect which may exist. I do not mean to say that in all cases, or even in the majority of cases, the seat of the trouble will be precisely hit upon; but at least enough will be learned to give the pupil fair warning that he does suffer from some disability which he must make special effort to overcome. At least enough will be learned to put pupil and teacher in a better relation of mutual understanding and mutual respect. Should the manual training exercises disclose defects of mental constitution and organization, I believe that these same exercises may be used by the teacher most directly and beneficially in the treatment of such defects. Even though the teacher should not be so gifted as to be able to make the pupil's work discover the cause of total or partial failure, or of special weaknesses or infirmities, I still believe that the mere practice of the mechanic arts is the best possible regimen and gymnastic to which a mind in any degree falling off from the normal or suffering from any perversions or deformities can be subjected. What orthopedic surgery is to the body, such, I believe, manual training in childhood is to the mind. I care comparatively little for its influences upon eye or hand. Its chief work, in my view, is educational; and in that educational work I place foremost its power of rectifying the mind itself, of straightening the crooked limb, so to speak, of strengthening the weak joint, of healing the lesion which, if not cured, will proceed to deep and irreparable injury."

TOYNBEE HALL.—The thirteenth report of the Toynbee Hall Education Committee has just reached us. It is a striking record of the activity of its elaborate system of educational agencies. There is a noticeable difference from other organizations, as here the main objects in view seem to be not so much the spreading of certain principles, or the increasing of the market value of its students, but rather to create a demand for knowledge and to supply new interests. The "method of friendship" is combined with the positive communication of knowledge. It is impossible to do more than allude to a few of the most salient features of the report. There are five main departments of work carried on. In the first place, it is the home of the oldest centre of the London University Extension Society, where the Whitechapel students have the advantage of lectures given by University men of high attainments. For the less seriously-minded, popular lectures are provided on Saturday and Sunday evenings. These are conspicuous for the variety of subjects handled: the names of Professor Silvanus Thompson, Miss Mary Kingsley, Sir Joshua Fitch, Messrs. H. A. Jones and Birrell are sufficient to show the variety of good things offered in the "bill of fare" to the intellectual consumer. Secondly, classes and reading-parties broaden the work done in the lecture-room, and keep in touch the individual students and the teachers, who give their voluntary services. Thirdly, evening classes are held to supply less advanced teaching to working men: the subjects taught are mainly the "three R's," with the addition of drawing and popular magic-lantern lectures. Fourthly, clubs of all sorts abound—literary clubs, scientific clubs, and others, where much methodical work is done week by week. Lastly, there are the students' residences, which provide accommodation at the very cheapest rates to about fifty men, who have the benefit of leading a collegiate life within the life of the Universities' Settlement, and form the resident nucleus of the regular students who attend the lectures and classes. With such opportunities near at hand, the East-ender may indeed consider himself more fortunate than his neighbours in other parts of London; and Toynbee Hall is to be congratulated on the efforts it has taken to throw light into otherwise dark places. The gain that comes from intellectual enlightenment, from wider interests, and from study, cannot be exaggerated. Everywhere the cry is "Educate! Educate! Educate!" Everywhere is there a pressing need that the lessons of history and of science be freely taught, the realms of literature and of art be generously opened. Toynbee Hall is doing something to satisfy these demands. There the acquisition of knowledge is considered valuable mainly as a means for forming the character and as "a stimulus to social service." Whether it be to school-teacher, clerk, mechanic, or shopkeeper, it must come as an aid to life, and not merely as an aid to livelihood. "The object of education is rather to form a perfect character than to qualify for any particular station or office."

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Teachers' Guild Lecture arranged for October 11 will not be given, as it has not been found possible to secure a lecturer from among the names selected by the Education Committee.

The time till Christmas will be very busily occupied with Committee meetings, owing to the necessary preparations for the General Congress in January next, and to the arrangements for full discussion of the proposals of the Government in relation to secondary education. The Council trust that the Central Guild and the branches, as well as the County Educational Committees formed during the past two years, will be able to formulate clear expressions of opinion on these proposals to be communicated to the Lord President early in 1899.

The first Committee to meet after the summer holidays was the Finance Committee, who held a special sitting on September 22 to consider the means to be employed to improve the financial position of the Guild and to draft proposals to be submitted to the General Congress. The same Committee held their ordinary meeting on September 27. The Political Committee met on September 26, also to carry out work in connexion with the General Congress and the County Educational Committees, and the Executive Committee on September 29, its chief work being to deal with the reports of the other Committees and settle a complete programme, representing all sections of the work of the Guild, for the Congress. On October 1 the Modern Languages Holiday Courses Committee sit to receive the reports on this year's courses at Caen and Tours, and to make preliminary arrangements for next year.

CENTRAL GUILD.—LONDON SECTIONS.—CALENDAR FOR OCTOBER AND NOVEMBER.

Monday, October 3, 7.30 p.m.—Section A. Lecture by Dr. Wormell on "Thring as a Teacher of Teachers."

Thursday, October 6, 7.30 p.m.—Section F. Conversation, by kind invitation of the Principal, at Stockwell Training College.

Friday, October 7, 5.30 p.m.—Section D. Paper by Miss E. Andrews, on "The English Rustics in Literature," at 24 Cleveland Gardens, W.

Thursday, October 20.—Section E. Social Evening, by kind invitation of Miss Spark, at 38 Bolton Gardens, S.W.

Tuesday, October 25, 8 p.m.—Section C. Social Evening at 131 Portslown Road, Maida Vale, W. Tea and Coffee. Short paper by Mlle. Duriaux on "Language Teaching, with special reference to the Gouin Method," to be followed by a discussion.

Tuesday, October 25, 8 p.m.—Section F. Lecture by Miss Goodrich-Freer, Hon. Sec. of the Swanley Horticultural College, on "Gardening as a Profession," at the Streatham High School, by kind invitation of Miss Lefroy.

Friday, October 28, 8 p.m.—Section B. Lecture by F. Womack, Esq., B.Sc., Professor of Physics at Bedford College and St. Bartholomew's Hospital, on "The Moon," with lantern illustrations, at the Dame Alice Owen Girls' School, Owen's Row, Goswell Road, E.C. (3 minutes' walk from "The Angel.")

Friday, October 28, 8 p.m.—Section D. Paper by Miss Whitley, B.Sc., on "Modern Methods in Elementary Science Teaching," at 24 Cleveland Gardens, W.

Friday, November 4, 5.30 p.m.—Section D. Paper on "The Drama of Beaumont and Fletcher," by J. B. Hodge, Esq., at 24 Cleveland Gardens, W.

Friday, November 11, 8 p.m.—Section D. Lecture on "Some Elementary Astronomy," with lantern illustrations, by C. T. Mitchell, Esq., M.A., at Kensington Park High School, Colville Square, W., by kind permission of Miss Heppel.

Friday, November 25, 8 p.m.—Section B. Lecture by the Rev. H. Scott Holland, Canon of St. Paul's, on "The First Great Teacher, Socrates," at the North London Collegiate School for Girls, Sandall Road, Camden Road, N.W., by kind invitation of Mrs. Bryant. (Open to all Sections.)

Tuesday, November 29, 8 p.m.—Section C. Social Evening at 72 Compayne Gardens, West Hampstead, N.W. Tea and Coffee. Short paper by H. Courthope Bowen, Esq., M.A., on "Some of Herbert Spencer's Views," to be followed by a discussion.

On a Saturday in November, at 3 p.m., the Very Rev. the Dean of Westminster, President of Section E, will lecture, in the Jerusalem Chamber, on some subject relating to the Abbey and its surrounding associations. (Open to all Sections.)

On a Wednesday in November, at 8 p.m., Mr. J. Newby Hetherington will give a Lecture to Section E on "Tennyson's Use of the Arthurian Legends," at Miss Wyatt's, 133 Queen's Gate, S.W. (Open to all Sections.)

For exact dates of these two meetings and for other arrangements for November, consult the *Journal of Education* for November (Teachers' Guild Report).

N.B.—Members desirous of attending meetings (other than open meetings) outside their own sections, which are not of a purely social character, should communicate with the General Secretary at 74 Gower Street, W.C.

Reading Circles, &c.—English, French, and German Circles will be started by Section B, and French and German Circles by Section C, under the same conditions. A Dante Circle will be formed in Section C if a sufficient number of members wish for it.

There will be cycle excursions in Section D on October 7 and 22. Particulars from the Hon. Sec. of the Section.

In Section E, the Shakespeare Circle meets on October 3, the French Circle on October 4, and the German Circle on October 11, all at 8 p.m. For particulars apply to Miss Stone, Hon. Sec., 42 Bessborough Street, S.W.

In Section F there will be a French Circle, under the direction of M. S. Florimond-Monin, B. ès Lettres, and a German Circle, under the direction of Mr. Christa. Particulars from Dr. Thorne, Hon. Sec., 8 Dynevor Road, Richmond, Surrey.

The following syllabus of lectures, papers, &c., for the session 1898-99 has been prepared by the Committee of the Glasgow and West of Scotland Branch:—October 20, 1898, Presidential Address by Lionel W. Lyde, Esq., M.A., Glasgow Academy. November 17, Lecture by James Paton, Esq., F.L.S., Glasgow. Subject: "Leonardo da Vinci," with lantern illustrations. December 15, Paper by James Milligan, Esq., M.A., F.E.I.S., High School for Girls, Garnethill, Glasgow. Subject: "The Secondary Education Problem from the point of view of Girls' Schools." January 12, 1899, Lecture by the Rev. Canon the Hon. E. Lyttelton, M.A., Haileybury College, Hertford, Chairman of Council of the Teachers' Guild. Subject: "Educational Politics." February 16, Paper by B. D. Turner, Esq., M.A., Rector of Kelvinside Academy. Subject: "The Duke of Devonshire's Bill on Secondary Education." March 16, Lecture by the Rev. Prof. G. A. Smith, D.D., LL.D., Glasgow. Subject will be afterwards announced. April 20, Annual Business Meeting of Branch—appointment of office-bearers, &c. May —, Contemplated picnic. Particulars will be forthcoming early in 1899. All the above meetings of the Branch will partake more or less of a social character. After brief discussion on papers read at the October, December, and February meetings, an informal programme of music, &c., will be gone through. At the meetings held in November, January, and March, a more formal programme will be arranged.—Daniel Geo. Miller, Hon. Sec.

LIBRARY.

The Hon. Librarian reports the following Additions:—

Presented by Messrs. G. Bell & Sons:—Commercial Arithmetic, by C. Pendlebury and W. S. Beard; Dante's *Inferno*, *Purgatorio*, *Paradiso*, translated by H. F. Cary (3 vols.); Goethe's *Goetz von Berlichingen*, translated by Sir Walter Scott; Goethe's *Hermann and Dorothea*, translated by E. A. Bowring; Molière's *The Learned Women*, *The Affected Ladies*, *The Impostures of Scapin* (Bell's translation); Racine's *Britannicus*, *Iphigenia*, *Andromache*, translated by R. Bruce Boswell, M.A.; P. Ovidii Nasonis *Opera, ex corpore poetarum Latinorum*, a J. P. Postgate edito, separatim typis impressa (3 vols.).

Presented by Messrs. A. & C. Black:—Geography of the British Isles, by L. W. Lyde; *Quentin Durward*, edited by H. W. Ord; *Battle-Pieces* from Sir Walter Scott, by J. Higham.

Presented by Messrs. Blackie & Son:—Lamb's *Select Tales* from Shakespeare, edited by D. Frew; *The Hundred Years' War*, by C. W. C. Oman; *Elementary Perspective*, by L. R. Crosskey; *The Raleigh History Readers*, VII.; *The Growth of Greater Britain* (all for the Museum; Classified School Books Section).

Presented by Messrs. Hachette & Co.:—Practical German Readings for Advanced Pupils, by L. A. Happé; *Object Lessons in Spoken French and Commercial Correspondence*, by P. Gourmand; *A New French Reader*, by Emile B. le François; *Contes de Fées*, by C. Perrault, edited by H. E. Berthou; *French Composition and Conversation*, by E. T. Schoedelin; Goethe's *Iphigenie auf Tauris*, edited by A. Weiss; Niebuhr's *Griechische Heroen-Geschichten*, edited by A. Voegelin; Schiller's *Der Neffe als Onkel*, edited by L. Hirsch; Cicero's *Pro lege Manilia*, edited by Rev. R. Harvey; Ovid's *Metamorphoses*, Book XIV., edited by Rev. R. Harvey.

Presented by Messrs. Longmans & Co.:—*Elementary Physiography*, by Alex. Morgan.

Presented by Messrs. Macmillan & Co.:—*Geology for Beginners*, by W. W. Watts; Cicero's *First Oration against Catilina*, edited by G. H. Nall; Homer's *Iliad*, edited by W. Leaf and M. A. Bayfield, Books XIII.—XXIV.; Aeschylus's *Prometheus Vinculus*, edited by E. E.

Sikes and T. B. W. Willson (for Library and Museum, two copies of each); Girls' Physical Training (4to), by Alice R. James

Presented by Messrs. Rivingtons:—Latin Accidence, by William Modlen; Latin Grammar, by William Modlen; Latin Syntax, by William Modlen; Initia Latina, by E. D. Mansfield; Livy, Book I., edited by A. F. Hort; Rivingtons' Class-Books of Latin Unseens, Books I. to XII., edited by E. H. C. Smith; Pylos and Sphakteria, from Thucydides, Book IV., edited by W. H. D. Rouse; Greek Prose Composition for Schools, by M. A. North and Rev. A. E. Hillard; German Prose Composition, by R. J. Morich; The Second Book of Kings, edited by Rev. W. O. Burrows; Nouvelles et Anecdotes, edited by A. Delacourt; Sacs et Parchemins, par Jules Sandeau; Nouvelles Contemporaines, edited by J. Duhamel; French Genders at a Glance, by L. B. Meunier; Lustige Geschichten, edited by R. J. Morich; Chemical Experiments, by G. H. Wyatt; Experimental Mechanics, by G. H. Wyatt; Mensuration, Hydrostatics, and Heat, by G. H. Wyatt; First Year's Course of Practical Physics, by J. F. Tristram.

Presented by Messrs. Swan Sonnenschein & Co.:—A Dialogue on Moral Education, by F. H. Matthews, Headmaster of Bolton Grammar School; The Teaching of Christ on Life and Conduct, by Sophie Bryant.

Purchased:—A Companion to the Iliad, for English Readers, by Walter Leaf (Macmillan); On Liberty, by John Stuart Mill (Longmans); Work and Play in Girls' Schools, by Three Headmistresses (Longmans).

CALENDAR FOR OCTOBER.

[Items for next month's Calendar should be sent in by the 25th inst.]

- 3.—University College, London (Faculty of Medicine), 4 p.m. Public Introductory Address by Mr. Sidney Spokes.
- 8 p.m. Dinner of Past and Present Students of the Faculty of Medicine at the Hotel Cecil. Dr. Fredk. Roberts, Chairman.
- 4.—University College, London (Faculties of Arts, Laws, and Science), 3 p.m. Public Introductory Lecture by Prof. James Sully.
- 6.—Bedford College, London (for Women). Michaelmas Term begins. 4.30 p.m., Inaugural Address by Prof. Silvanus Thompson, D.Sc., F.R.S.
- 8, 22, and following alternate Saturdays, at King's College, London. Free lectures to teachers will be given in the Michaelmas Term, on "Teaching Arithmetic and Geometry," and in the Lent Term, 1899, on "Teaching Algebra."
- 10.—University College, London (Department of Architecture), 7.30 p.m. Public Introductory Lecture by Prof. T. Roger Smith.
- 11.—School of Ethics, Tavistock Place. First of ten weekly lectures on "The Psychology of Social Progress," by Mrs. Bernard Bosanquet, at 8 p.m.
- 12.—University College, London (Opening of the Department of Municipal Engineering), 4 p.m. Public Inaugural Address by Prof. Osbert Chadwick.
- 13.—School of Ethics, Tavistock Place. First of ten weekly lectures on "The Elements of Ethics, with a view to the Appreciation of Kant's Philosophy," by Mr. G. E. Moore, Trinity College, Cambridge, at 8 p.m.
- 14.—King's College, Ladies' Department, Kensington Square. Inaugural Lecture by F. W. H. Myers, Esq., on William Morris, at 3 p.m.
- 15.—Post Translations for Competition.
- 18.—Parents' National Educational Union. A lecture entitled "How to show Children our National Gallery," will be given by Miss Annie R. Evans, Certs. Hons. L.L.A. (Public Lecturer upon History of Art), illustrated by Optical Lantern, at 5 p.m., at 122 Gloucester Terrace, Hyde Park.
- 19.—School of Ethics, Tavistock Place. First of ten weekly lectures on "Political Philosophy," by Mr. G. R. Benson, Balliol College, Oxford, at 5.15 p.m.
- 23.—Post School News, items for the Calendar, &c., and Advertisements intended for November issue.
- 26 (first post).—Latest time for receiving Teachers' prepaid advertisements for the November "Journal."
- University College, London, 5.30 p.m. First of a course of lectures by Mr. Romesh Dutt, on "The History, Civilization, Religion, and Literature of the Ancient Hindus."
- 31.—On or before this date return forms of entry for Cambridge Higher Local Examination.

The NOVEMBER issue will be ready on Monday, October 31.

THE NATIONAL COMPETITION AT SOUTH KENSINGTON, 1898.

SOUTH KENSINGTON ought by now to be well inured to criticism; but, whatever fault we may find with its methods, and with the advance of the average student in art schools all over the country, there is no doubt that the annual competition brings together a large amount of the best work, and much of it is of high merit. This is, indeed, the *forte* of South Kensington, the separation of the cream, of the wheat from the tares; the names of the examiners, amongst whom we find Messrs. H. H. Armistead, Maurice Adams, Walter Crane, Onslow Ford, G. D. Leslie, S. J. Solomon, and many another R.A., are a guarantee that the task of selection has not been left to amateurs.

It is noteworthy that more than 100,000 works of art were sent up for examination, all of them completed during the session; of these 6,500 were entered for the National Competition. The awards were made by the examiners during June and July, and the exhibition was on view during the month of August and early part of September. In many ways it is regrettable that that is just the teachers' holiday time, when fresh air and a complete change of scene are highly desirable. No doubt it would be difficult to suit all tastes; but, at least, teachers passing through London, whether connected with art or not, should make a point of seeing this excellent exhibition. In many ways it is unique, and there are few organizations in any country which could collect and display such work under similar conditions. South Kensington is undoubtedly here at its best. The examiners awarded 20 gold medals (6 to women); 9 honorary gold (3 to women); 107 silver medals (41); 37 honorary silver (3); 280 bronze medals; and a large number of books. The subjects are of infinite variety, including drawings from the cast, the nude, antique, and still life; models from the nude, cast, antique, &c.; groups in water colours and oils, architectural plans and detail, anatomical studies, monochromes, studies in ornament. In design the variety is truly astonishing. We wander from designs for copes, frizes, ceilings, fire-screens, fire-places, book illustrations, wall papers, lace collar and cuffs, parasol covers, flounces (these in lace), curtains, print hangings; to decorations for railway carriages (including third-class), table covers and napkins, silver ewers, mugs, tea-pots, salt-cellars and mustard-pots, newel posts, iron gates, panels, mausoleum, dagger and sheath, printed silk, muslin, handbills, posters, tea-coseys, backs of hand-mirrors, a lych gate, a zouave jacket, finger-bowl, cruet, cups, candlesticks, plaques, tiles, fans. One cannot avoid the reflection that this application of art to the common objects of life and things we use daily, or would choose to use, if an evil fate had not prevented us, is admirable. The idea must grow more and more, and such an exhibition assists its growth, that art is not only something to hang on the wall to look at, but that its principles, beauty of form and adaptation to everyday use, must underlie the work of the ironmonger, the potter, weaver, house decorator and furnisher, the book-binder, and house architect.

Space forbids our naming in detail some pieces of work of great excellence. Several students have not only furnished drawings or monochromes of their designs, but the actual work in lace, pottery, leather, wood, thus demonstrating that the work is practical as well as fanciful and imaginative. The Exhibition is to be removed to Warrington, Kendal, and Birmingham, in succession. The Hungarian Government have asked for its deportation, at their expense, to Budapest, and "my Lords" have consented, provided the students themselves raise no objections. The Exhibition was considered the best that has been seen; that of last year showed a great advance in many directions on those of former years.

C. S. B.

GENERAL MEETING OF THE ASSISTANT-MASTERS' ASSOCIATION.

THE general meeting of the Assistant-Masters' Association was held on Saturday, September 17. The Rev. W. C. Massey, of Bedford Grammar School, was in the chair. Circulars were distributed to show the rapid growth of the Association. Starting in 1891 with 72 members, it has now risen to well over 1,200, and is still growing; as there must be, however, some four or five thousand "distressful askers" still outside the "union," the society has still a large field for recruiting before it. The increased activity of the association demands the creation of a special organ, which was voted by the meeting. The Executive is to be enlarged by the appointment of single members by such branches as have three representatives on the Council. It seems, however, a moot question whether, by thus drawing the various branches into closer touch with the central body, there may not be some danger of impairing the working power of the Executive through rendering it too unwieldy. A pleasant interlude in the proceedings was the presentation of a clock and cheque for £30 to Mr. Montgomery, who has done yeoman service for the cause, and has now been removed to "a higher sphere." In his speech of thanks, Mr. Montgomery gave the Association much good advice, and paid a graceful compliment to Dr. Scott, with whom the real conception and inception of the society originated. Mr. Gridley discussed the question of pension schemes. The action of the

Technical Committee of the London County Council was important. To the latter, superannuation and pensions seemed equally necessary for the secondary teacher as the primary. The secretary of the Legal Sub-Committee made an amusing speech on the legal work of the year. There were three "bad" cases or "hard" cases. One was of the usual type of the new headmaster "who knew not Joseph," and wished to make a clear sweep of every one, in order to start with a new sheet and a new staff. The humour of it was that he had up till then been a member of this Association, of which the first article of faith and religion was fixity of tenure for the assistant. However, the fear of the Association proved with him the beginning of wisdom, and he took back the staff. In fact, the Association is gradually inspiring the headmaster with a wholesome respect, and, not least of all, the private schoolmaster. The "black book" of the Association is languishing, if a book can be said to languish, for want of entries. Another important announcement was that the Charity Commissioners, though not yet converted, are giving great consideration to the question of appeal from a dismissed assistant to the governing body. Here, again, a compliment was paid to Dr. Scott, who seems ubiquitous in his good works. At present, with the fear of three months' notice, the assistant-master "carries his life in his hand," or the headmaster does for him, a matter which sometimes has grave inconveniences for the assistant. Mr. J. W. Longsdon gave a short account of the question of registration. Mr. Fabian Ware moved a very interesting resolution for trying to come to terms with the Board schools. Why should the two sections primarily and secondarily be always tearing and rending one another? It only gave the Philistine the chance of saying: "How these educational authorities love one another!" The School Boards were going to Parliament to claim a third of the representation on Local Authorities. Why not say to the School Boards: "Your proposition of a third is a fair one, but it must be shared with all the other educational authorities of the district. Let us, then, try and come to agreement among ourselves on the amount of proportion. This might expedite reform. Whether Mr. Ware's resolution will, like the Czar's rescript, remain but a "pious wish," is still to be seen, but sincere expression of "peace and good will" can never do any harm between those opposed to one another, especially in the case of *frères-ennemis*.

MODERN LANGUAGE HOLIDAY COURSE, TOURS, 1898.—The course started last year so successfully by Mr. F. S. Marvin was carried on this year under the direction of Mr. C. H. Crofts. Monsieur Derez, Professor at the Lycée de Tours, gave a course of fifteen lectures on "France and Europe, from 1848 to 1870," which were followed with the greatest interest by all; Mlle. Buisson, Professor at the Training School of Tours, lectured on "The Chief Lyric Poets of the Nineteenth Century." The students also had conversation classes arranged with each lecturer, in which each student was induced to converse in French on the subject of the lecture. The mornings were devoted to the educational part of the course, while in the afternoons excursions were made to places of interest in the neighbourhood. The town and surrounding country offer special attractions to those who wish to gain some insight into historical France, and into the heart of French provincial life. Both in Tours itself, and in the towns and villages near, there are many relics of feudal France, notably the castles of Langeais and Chaumont, which are still inhabited, and many other ruined *châteaux*, churches, and monasteries; but Touraine is still more famous as the land of French Renaissance architecture. The castles of the Great François I., Chambord, Blois, Chenonceaux, Amboise, Azay-le-Rideau, are all within easy bicycling distance; and the towns of Chinon, Loches, Angers, Poitiers, are also easily visited by rail. Even if one feels no interest in architecture, no Englishman can visit this centre of Plantagenet life without being stirred by memories of the days when so much of the territory of France owned the sway of our kings. At Chinon, with its reminiscences of Joan of Arc, our Henry II. died; at Fontevault, both he and Richard Cœur de Lion were buried; at Amboise, Mary Queen of Scots passed many months with François II., and in nearly all the places round those who study history from the personal point of view will find interest. Indeed, it is not too much to say that, with some preliminary knowledge of French history, the visitor to that part of France within an excursion from Tours will find in Touraine a complete epitome of French history, from the great battle of Charles Martel in 732 down to the occupation of the country by the invaders from the other side of the Rhine. But, apart from these historical associations, Touraine is dear to the French and interesting to the foreigner as one of the most fertile regions of France and the home of the purest French dialect. Corn and wine, with the most luscious melons, peaches, and almost every variety of fruit, are produced in great quantities, and the local markets afford one endless amusement. The students at Tours this year had only one drawback to contend with, and that was the heat. A hundred degrees in the shade, however, did not deter them from working in the morning, making excursions in the afternoon, whilst in the evening social musical entertainments were arranged. To those of our readers who want to know something of France we recommend a course at Tours in 1899.

COLLEGE OF PRECEPTORS.

LECTURES FOR TEACHERS

On the Science, Art, and History of Education.

THE TEACHER AND THE CLASS.

To be delivered by P. A. BARNETT, Esq., M.A.,
H.M. Inspector of Schools, and Assistant Inspector of Training Colleges;
formerly Principal of the "Borough Road" Training College.

The Second Course of Lectures (25th Annual Series) commenced on Friday, 30th September.

This series is designed with especial regard to the daily needs of students and young teachers. It is meant to help them directly in their practical duties by giving them some idea of the working principles of education, and of the means of self-criticism and improvement. References will, from time to time, be made to such books and other publications as may help those who wish to read systematically on their own account.

The syllabus as drawn up does not record all the matter that must necessarily be treated in the course of the session, but the main divisions will be followed as closely as possible.

SYLLABUS.

I. *The Making of the Teacher.*—The making of a teacher, by himself and by the help of others—The place for "theory"—The limitations of "theory"—The meaning of education and teaching—The limits of the teacher's sphere—The supreme importance of first-hand work and experience—The place of psychology, of tradition, and of personal experience in determining what shall be done in the class-room.

II. *The Warning from Demonstrated Errors.*—The exclusiveness and mystery of learning—Sacrifice of the common man and woman—Excessive deference to tradition—Excess of literary and antiquarian elements—The conflicts for exclusive command of the schools—Excessive regard for form—Narrow conception of man as a mere citizen—Triumph of the "practical man" and the "scientist"—Harshness of discipline—Psychological errors.

III. *The Physical Basis of Education and Child Observation.*—The hygiene of "learning"—The relation of mental activity and its physical concomitants—The manual dexterities—Kindergarten—The use of simple tools—The hygiene of the school-house and the scholar—Play and gymnastics—Child observation: its scope, limitations, and practical uses.

IV. *Curricula.*—The significance of the question—The planning of a course of instruction—The meaning and purpose of existing curricula; their dependence on social institutions and the divisions of labour—The irreducible minimum of education; a liberal education—The claims of various subjects—The teacher's power of determination—The theory of concentration or connectedness—Time tables—The organic relation of grades, and the teacher's consequent duty.

V. *The General Discipline of Character.*—The child's place in his own education, and the teacher's function as guide—The meaning of discipline—Home, the central point of development—The teaching of morality—School virtues and school vices—The economy of rewards and punishments—"Suggestion."

VI. *Discipline in Instruction.*—The setting forth of a lesson—The "five stages"—Alternations of synthesis and analysis—The abuse of the "Socratic" method and the paralysis of the scholar—The place of inquisitiveness—Devices for the maintenance of interest—Incidental "illustrations"—Marking and place-taking.

VII. *Audible Speech.*—Reading aloud and speaking: their hygienic importance—The penalties of neglect; the teacher's voice troubles, general exhaustion, and ineffectiveness; the scholar's indistinctness, ineffectiveness, and provinciality of speech—Cultivation of distinct and accurate speech in the mother tongue and in contemporary languages—The "Gouin" method.

VIII. *Literature.*—An indispensable study—The training of the power of appreciation—Critical appreciation and rhetoric—Composition—The stages of growth in literary interest through the folk and fairy story, the epic, the history, to the drama and other complex forms—Collateral lessons in morals, love of country, and the like—Text-books and notes—The school library—The brief and compendious treatment of grammar—Formal logic and grammatical analysis.

IX. *Science and Mathematics.*—The importance and place of arithmetic—The choice of methods—Processes, not rules—Geometry and algebra—Special applications—The moralizing effect of "science" study—The cultivation of attention and accuracy of observation—The power of rational classification—Definition—The elements of the logic of discovery.

X. *History and Geography.*—The relation of human development to the physical environment of man—A knowledge of general physical geography and general history indispensable to a reasonable knowledge of home surroundings and natural history—"Ancient" and "modern" history—"Commercial," and other varieties of geography and history—Time-charts, and other devices—Economics, and the study of civic institutions and duties.

XI. *Ancient "Dead" Languages.*—The place of Latin and Greek historically; their present position in the schools—Their philological, historical, and literary importance as a part of contemporary education—The error of beginning by verbal analysis and painful memorizing; the shorter way—The construing lesson—"Repetition"—Verse and prose composition, and traditional methods of teaching—Annotated texts.

XII. *Incidental and General Questions.*—Special studies and specialization—Class singing and music—Drawing and writing—Girls' "subjects," and special treatment—The management of "mixed" schools and classes—Preparation for examinations—The teacher's personality and life.

The Fee for the Course of Twelve Lectures is Half-a-Guinea.

The Lectures will be delivered on Friday Evenings at 7 o'clock, at the College, Bloomsbury Square, W.C.—Members of the College have Free Admission to the Course.

MR. EDWARD ARNOLD'S EDUCATIONAL LIST.

NOW READY.

AN ILLUSTRATED SCHOOL GEOGRAPHY.

By ANDREW J. HERBERTSON, F.R.S.E., F.R.G.S.,
Lecturer in Geography in the Heriot-Watt College, Edinburgh; and formerly in
the Owens College, Manchester. With 16 pages of Coloured Maps, numerous
Diagrams and Photographs of Relief Maps, and several hundred magnificent
Illustrations. Large 4to (about 17 by 10 inches), 5s.

RICHARD II.

(In ARNOLD'S SCHOOL SHAKESPEARE. General Editor—J. CHURTON
COLLINS.) Edited by C. H. GIBSON, M.A., Assistant-Master at Merchant
Tailors' School. Cloth, 1s. 6d.

THE MERCHANT OF VENICE.

(In ARNOLD'S SCHOOL SHAKESPEARE.) Edited by C. H. GIBSON,
M.A. Cloth, 1s. 3d.

MACAULAY'S LAYS OF ANCIENT ROME.

(In ARNOLD'S BRITISH CLASSICS FOR SCHOOLS.) Edited by L. R.
A. DU PONTET, B.A., Assistant-Master at Winchester College. Cloth, 1s. 6d.

FRENCH WITHOUT TEARS.

A Graduated Series of French Reading Books, carefully arranged to suit the
requirements of quite young Children beginning French. With Humorous
Illustrations, Notes, and Vocabulary. By Mrs. HUGH BELL, Author of "Le
Petit Théâtre Français." Crown 8vo, cloth.

Book I., 9d. Book II., 1s. Book III., 1s. 3d.

A FIRST FRENCH READER.

With Exercises for Retranslation and Vocabularies. Edited by W. J. GREEN-
STREET, M.A., Headmaster of the Marlborough School, Stroud. Second Edition.
Crown 8vo, cloth, 1s.

A FIRST FRENCH COURSE.

By JAMES BOJELLE, B.A. (Univ. Gall.), Officier d'Académie, Assistant Exam-
iner in the University of London, Senior French Master at Dulwich College, &c.
With Grammar, Exercises, and Vocabularies. Crown 8vo, cloth, 1s. 6d.

A NEW FRENCH READING BOOK.

LE MASQUE DE FER.

Episode from ALEXANDRE DUMAS' "Vicomte de Bragelonne." Edited, with
Introduction and Notes, by R. L. A. DU PONTET, M.A., Assistant-Master at
Winchester College. Crown 8vo, 3s.

LESSONS IN GERMAN.

A Gradual German Course, with Exercises and Vocabulary. By L. INNES
LUMSDEN, Warden of University Hall, St. Andrews. Crown 8vo, 3s.

CÆSAR.—GALLIC WAR.

Books III.—V. Edited, for the use of Schools, by M. T. TATHAM, M.A.
Uniform with Books I. and II. Crown 8vo, cloth, 1s. 6d.

A LATIN TRANSLATION PRIMER.

With Grammatical Hints, Exercises, and Vocabulary. By G. B. GARDINER,
M.A., D.Sc., Assistant-Master at Edinburgh Academy, and ANDREW GARDINER,
M.A. 120 pages, crown 8vo, cloth, 1s.

A FIRST LATIN COURSE.

By GEORGE B. GARDINER, M.A., D.Sc., and ANDREW GARDINER, M.A.
Crown 8vo, cloth, 2s.

ALGEBRA.

Part I.—"The Elements of Algebra," including Quadratic Equations and
Fractions. By R. LACHLAN, Sc.D., formerly Fellow of Trinity College, Cam-
bridge. Crown 8vo, cloth, with or without Answers, 2s. 6d. Answers sepa-
rately, 1s.

THE ELEMENTS OF EUCLID.

Books I. and II. By R. LACHLAN, Sc.D., formerly Fellow of Trinity College,
Cambridge. A New and Revised Edition. Crown 8vo, cloth, 1s. 6d.

A HISTORY OF ENGLAND.

By C. W. ONAN, M.A., Fellow of All Souls' College, and Lecturer on History
at New College, Oxford. Author of "Warwick the Kingmaker," &c. 760
pages, Second and Revised Edition, crown 8vo, cloth, 5s. Also in Two Parts,
3s. each. Part I., from the Earliest Times to 1603; Part II., from 1603 to
1885. Also in Three Divisions. Division I., to 1307, 2s.; Division II.,
1307-1688, 2s.; Division III., 1688-1885, 2s. 6d.

LESSONS IN OLD TESTAMENT HISTORY.

By the Ven. A. S. AGLEN, Archdeacon of St. Andrews, formerly Assistant-
Master at Marlborough College. 450 pages, with Maps, 4s. 6d.

*Mr. Edward Arnold's Complete Educational Catalogue will be
forwarded, post free, on application.*

LONDON: EDWARD ARNOLD, 37 BEDFORD STREET, STRAND.

MESSRS. BELL'S NEW BOOKS.

Educational Catalogue post free on application.

NOW READY. Crown 8vo, 2s. 6d.

COMMERCIAL ARITHMETIC.

By C. PENDLEBURY, M.A., and W. S. BEARD, F.R.G.S.

The course of Commercial Arithmetic is based on the scheme
suggested by the Education Department for the use of students in
evening continuation schools, and will be found to meet all the require-
ments of pupils on the "modern side," or mercantile department, of
secondary schools, preparing for a business career. Throughout the
book, exercises have been selected from examination papers set by the
Oxford and Cambridge Universities, the College of Preceptors,
the London Chamber of Commerce, the Institute of Chartered
Accountants, the Incorporated Accountants, the Society of Arts, the
Lancashire and Cheshire Union of Institutes, the Midland Counties
Union of Institutions, and various County Council Technical Instruc-
tion Boards.

New Volume of "Bell's English Classics."

POPE'S ESSAY ON MAN. Edited by F. RYLAND,
M.A. 2s.

FOR LONDON MATRICULATION, JANUARY, 1899.

**THE XIII. AND XIV. BOOKS OF THE META-
MORPHOSES OF OVID** With Introduction and Notes by
C. H. KEENE, M.A., Professor of Greek, Queen's College, Cork.
3s. 6d.; or separately, Book XIII., 2s. 6d.; Book XIV., 2s. 6d.

New Volumes of the "Cambridge Texts."

P. OVIDI NASONIS OPERA, ex corpore Poetarum
Latinorum a JOHANNES PERCIVAL POSTGATE Editio, separatim
typis impressa. Three Vols, 2s. each.

Tom. I.:—**Heroides**. Recognovit A. PALMER.—**Amores**. Recognovit G.
M. EDWARDS.—**Medicamina Faciei Femineae**. Recognovit G. M.
EDWARDS.—**Ars Amatoria**. Recognovit G. M. EDWARDS.—**Remedia
Amoris**. Recognovit G. M. EDWARDS.

Tom. II.:—**Metamorphoses**. Recognovit G. M. EDWARDS.
Tom. III.:—**Fasti**. Recognovit G. A. DAVIES.—**Tristia**. Recognovit S. G.
OWEN.—**Epistolae ex Ponto**. Recognovit S. G. OWEN.—**Halieutica**.
Recognovit G. M. EDWARDS.—**Ibis**. Recognovit A. E. HOUSMAN.—**Frag-
menta**. Recognovit J. P. POSTGATE.

* * This Edition is reprinted from Dr. Postgate's "Corpus Poetarum Latinorum,"
the *apparatus criticus* being omitted, and is the only Complete Edition of the Text
of Ovid published in England.

RES GRÆCÆ. Being Aids to Study of the History,
Geography, Archaeology, and Literature of Ancient Athens. By
E. P. COLERIDGE, B.A., Author of "Res Romanae." With
numerous Illustrations and Maps. Crown 8vo, 5s.

ELEMENTARY BOTANY. By PERCY GROOM, M.A.
Cantab. et Oxon., F.L.S., Examiner in Botany to the University of
Oxford. With 275 Illustrations. 2nd Edition. Crown 8vo, 3s. 6d.

BOOK-KEEPING BY DOUBLE ENTRY, Theoretical
and Practical; including a Society of Arts Examination Paper
fully worked out. By J. T. MEDHURST, A.K.C., F.S.S. Crown
8vo, 2s.

**GASC'S DICTIONARY OF THE FRENCH AND
ENGLISH LANGUAGES.** By F. E. A. GASC. Eighth
Edition. Entirely Recast, Reset, and considerably Enlarged.
Medium 8vo, 12s. 6d.

**STUDENT'S FRENCH AND ENGLISH DIC-
TIONARY.** By F. E. A. GASC. Containing 1,214 pages.
Large post 8vo, 5s.

ELEMENTARY CONIC SECTIONS. By W. H.
BESANT, Sc.D., F.R.S. Crown 8vo, 2s. 6d.

* * This contains the first Eight Chapters of Dr. Besant's "Conic
Sections treated Geometrically."

LONDON: GEO. BELL & SONS, YORK STREET, COVENT GARDEN.

Standard Scientific Text-Books.

Works by PROF. JAMIESON, M.Inst.C.E., M.Inst.E.E., F.R.S.E., the Glasgow and West of Scotland Technical College. In crown 8vo, cloth.

ELEMENTARY MANUALS.

JAMIESON'S ELEMENTARY MANUAL OF STEAM AND THE STEAM ENGINE.

With many Illustrations and Examination Questions. Sixth Edition. 3s. 6d.
"Quite the right sort of book."—*Engineer*.

JAMIESON'S APPLIED MECHANICS (Introductory Manual). With numerous Illustrations and Examination Questions. Third Edition, Revised and Enlarged. 3s. 6d.

"Nothing is taken for granted. . . . The work has very high qualities, which may be condensed into one word—'clear.'"—*Science and Art*.

JAMIESON'S MAGNETISM AND ELECTRICITY (Introductory Manual). With 246 Illustrations and Examination Questions. Fourth Edition. 3s. 6d.

"A thoroughly trustworthy text-book."—*Nature*.

ADVANCED TEXT-BOOKS.

JAMIESON'S STEAM AND STEAM ENGINES. With over 200 Illustrations, Folding Plates, and Examination Papers. Twelfth Edition. 8s. 6d.

"The best book yet published for the use of students."—*Engineer*.

JAMIESON'S APPLIED MECHANICS (Advanced). Vol. I.: The Principle of Work and its Applications; Gearing. 7s. 6d. Second Edition.

"Fully maintains the reputation of the author—more we cannot say."—*Practical Engineer*.

Vol. II.: Motion and Energy; Strength of Materials; Graphic Statics; Hydraulics and Hydraulic Machinery. 7s. 6d.

Complete in Two Volumes; each Volume sold separately.

ELECTRICAL RULES AND TABLES (A Pocket Book of). For the use of Electricians and Engineers. By J. MUNRO, C.E., and Prof. JAMIESON. Thirteenth Edition, Revised. Pocket Size. With Diagrams. 8s. 6d.

ENGINEERING DRAWING AND DESIGN.

By S. H. WELLS, Wh.Sc., A.M.I.C.E., A.M.I.Mech.E., Principal and Head of the Engineering Department, Battersea Polytechnic Institute.

In Two Parts. Sold Separately. Second Edition.

I.—PRACTICAL GEOMETRY: PLANE AND SOLID. 3s.

II.—MACHINE AND ENGINE DRAWING AND DESIGN. 4s. 6d.

Forming a complete Course. With numerous Examples and Illustrations prepared expressly for the Work.

"A thoroughly useful work, exceedingly well written."—*Nature*.

GRIFFIN'S "OPEN-AIR STUDIES."

"Boys could not have a more alluring introduction to scientific pursuits than these charming-looking volumes."—*Letter to the Publishers from the Headmaster of one of our great Public Schools*.

OPEN-AIR STUDIES IN BOTANY: Sketches of British Wild Flowers in their Homes. By R. LLOYD PRAeger, B.A., M.R.I.A. Illustrated by Drawings from Nature by S. ROSSAMOND PRAeger, and Photographs by R. WELCH. Handsome cloth, 7s. 6d.; gilt, 8s. 6d., post free.

General Contents:—A Daisy-Starred Pasture—Under the Hawthorns—By the River—Along the Shingle—A Fragrant Hedgerow—A Connemara Bog—Where the Samphire Grows—A Flowery Meadow—Among the Corn (a Study in Weeds)—In the Home of the Alpines—A City Rubbish Heap—Glossary.

"A fresh and stimulating book."—*Times*.

OPEN-AIR STUDIES IN GEOLOGY: An Introduction to Geology Out-of-Doors. By GRENVILLE A. J. COLE, M.R.I.A., F.G.S., Professor of Geology in the Royal College of Science in Ireland. With 12 Full-page Plates after Photographs, and Illustrations. Handsome cloth, 8s. 6d., post free.

General Contents:—The Materials of the Earth—A Mountain Hollow—Down the Valley—Along the Shore—Across the Plains—Dead Volcanoes—A Granite Highland—The Annals of the Earth—The Surrey Hills—The Folds of the Mountains.

"A charming book . . . beautifully illustrated."—*Athenæum*.

THE MAKING OF A DAISY; "WHEAT OUT OF LILIES"; and other Studies in Plant Life and Evolution. A Popular Introduction to Botany. By ELEANOR HUGHES-GIBB. With Illustrations. Crown 8vo, gilt, 2s. 6d., post free.

"A bright little introduction to the study of flowers."—*Journal of Botany*.

HOW PLANTS LIVE AND WORK. A Simple Introduction to Real Life in the Plant World, based on Lessons originally given to Country Children. By ELEANOR HUGHES-GIBB. With Illustrations. Crown 8vo, cloth, 2s. 6d.

"In every way well calculated to make the study of botany attractive to the young."—*Scotsman*.

THE FLOWERING PLANT: First Principles of Botany. By Prof. J. R. AINSWORTH DAVIS, B.A., University College, Aberystwyth. Very fully Illustrated. Second Edition. Large crown 8vo, cloth, 3s. 6d.

"It would be hard to find a text-book which would better guide the student to an accurate knowledge of modern discoveries in botany."—*Journal of Botany*.

Complete Catalogue post free on application.

London: CHARLES GRIFFIN & CO., Limited, Exeter Street, Strand.

Messrs. HORACE MARSHALL & SON'S LIST.

THE STORY OF THE EMPIRE SERIES.

1/6 Edited by HOWARD A. KENNEDY. 1/6

Bound in Red Art Linen.

A New Series of Handbooks, narrating, in picturesque manner, the History of the outlying portions of the British Empire. These books are being widely used in Schools of every class, and have called forth long and complimentary notices from all sections of the Press.

The *Times* says:—"It may be said generally of these useful little volumes that no English schoolroom should be without them."

THE RISE OF THE EMPIRE.

By Sir WALTER BESANT.

THE STORY OF INDIA.

By DEMETRIUS C. BOULGER.

THE STORY OF AUSTRALIA.

By FLORA L. SHAW.

THE STORY OF CANADA.

By HOWARD A. KENNEDY.

THE STORY OF SOUTH AFRICA.

By W. BASIL WORSFOLD, M.A.

NEW ZEALAND.

By the Hon. W. P. REEVES, formerly Minister of Education to New Zealand, and now Agent-General in London to the Colony.

TO BE FOLLOWED IMMEDIATELY BY—

THE STORY OF WEST AFRICA.

By MARY KINGSLEY.

THE STORY OF THE WEST INDIES.

By ARNOLD KENNEDY.

The Temple Reader.

1/6 Edited by E. E. SPEIGHT, B.A. (Lond.). 1/6

With an Introduction by Prof. EDWARD DOWDEN, Litt.D.

Some Opinions regarding the Temple Reader.

The *Journal of Education* says:—"Mr. Speight has struck out a new line for himself, avoided the trite and commonplace, and taken toll of Greek, Roman, Italian, and Scandinavian literature. Each extract is headed by an apposite quotation characterizing the author."

Prof. F. York Powell writes:—"By good luck I came across your TEMPLE READER. It is excellent, and the best I have seen."

The *Practical Teacher*:—"A praiseworthy attempt to raise the character of our School Reading Books, and we heartily wish it success."

Prof. J. M. D. Meiklejohn:—"It is an admirable book in every way. The selection is excellent—made by a man who knows the best in our literature, and who has the courage to give it. I like particularly the mottoes; and I also like the complete absence of notes."

Miss Ethel R. Lush, Organizing Mistress to the Ipswich School Board, writes:—"After six months' regular use of the TEMPLE READER, the girls find it as fascinating as ever. I have never before met with a Reader capable of arousing and sustaining the interest of elder girls to such an extent. It has given them a love of the beautiful in literature, which cannot fail to influence them in after-life."

LONDON: HORACE MARSHALL & SON, TEMPLE HOUSE, E.C.

THE ORGANIZED SCIENCE SERIES.

Books adapted to the Requirements
OF THE
SCIENCE AND ART DEPARTMENT.

For the Elementary Stage.

2s. each Vol.

FIRST STAGE MECHANICS (SOLIDS). By F. ROSENBERG, M.A., B.Sc.

FIRST STAGE MECHANICS OF FLUIDS. By G. H. BRYAN, Sc.D., F.R.S., and F. ROSENBERG, M.A., B.Sc.

FIRST STAGE SOUND, HEAT, AND LIGHT. By JOHN DON, M.A., B.Sc.

FIRST STAGE MAGNETISM AND ELECTRICITY. By R. H. JUDE, M.A. Cantab., D.Sc. Lond.

FIRST STAGE INORGANIC CHEMISTRY (THEORETICAL). By G. H. BAILEY, D.Sc. Lond., Ph.D. Heidelberg. Edited by WILLIAM BRIGGS, M.A., F.C.S.

FIRST STAGE PHYSIOGRAPHY. By A. M. DAVIES, A.R.C.S., B.Sc., F.G.S.

Price 1s.

FIRST STAGE INORGANIC CHEMISTRY (PRACTICAL). [Nearly ready.]

Price 1s. 6d.

PRACTICAL ORGANIC CHEMISTRY. By GEORGE GEORGE, F.C.S.

For the Advanced Stage.

3s. 6d. each Vol.

ADVANCED MECHANICS, VOL. I., DYNAMICS. By WILLIAM BRIGGS, M.A., F.C.S., F.R.A.S., and G. H. BRYAN, Sc.D., M.A., F.R.S.

ADVANCED MECHANICS, VOL. II., STATICS. By WILLIAM BRIGGS, M.A., F.C.S., F.R.A.S., and G. H. BRYAN, Sc.D., M.A., F.R.S.

ADVANCED HEAT. By R. WALLACE STEWART, D.Sc. Lond.

SECOND STAGE MATHEMATICS (being the additional Algebra and Euclid, with the Trigonometry, required for the Second Stage). Edited by WILLIAM BRIGGS, M.A., F.C.S., F.R.A.S. [Ready.]

Price 1s. 6d.

PRACTICAL ORGANIC CHEMISTRY. By GEORGE GEORGE, F.C.S.

COMPLETE CATALOGUE of 500 Books specially adapted for London University and other Examinations.

LONDON :

W. B. CLIVE, 13 BOOKSELLERS ROW, STRAND, W.C.

THE JOURNAL OF EDUCATION.

A MONTHLY RECORD AND REVIEW.

SCALE FOR ADVERTISEMENTS.

PUBLISHERS' ANNOUNCEMENTS—	£.	s.	d.
Whole Page	5	10	0
Half Page	3	0	0
Quarter Page	1	15	0
Per Inch in Column	0	8	0

PREPAID RATES FOR SCHOOL ANNOUNCEMENTS—

Scholarships, Official Notices, &c.—6d. per line; minimum charge, 5s.
Situations Vacant and Engagements Wanted.—30 words for 2s.; *et. ch* 10 words after, 6d.
Lectures, Classes, Non-Resident Engagements, &c.—48 words for 3s.; each 8 words after, 6d.

An extra fee of ONE SHILLING is charged on advertisements with OFFICE ADDRESS. Date of publication of next issue will be found at top left-hand corner of front page. [Advertisers are reminded that "Letters addressed to INITIALS or to FICTITIOUS NAMES at Post Offices are not taken in, but are sent at once to the Returned Letter Office."] All Letters respecting Advertisements and Subscriptions should be addressed—

"THE PUBLISHER," JOURNAL OF EDUCATION OFFICE, 3 BROADWAY, LUDGATE HILL, E.C. Money and Postal Orders, on the Post Office, Ludgate Circus, E.C., should be made payable to WILLIAM RICE; Orders and Cheques may be crossed, "City Bank, Ludgate Branch." Postage Stamps can only be received at the rate of thirteen to the shilling.

If a receipt is required for an advertisement under 10s., a postcard or a stamped envelope must be enclosed.

Notice must be given of all remittances through the Post Office from abroad, stating full name and address of the sender; and all Foreign Money Orders should be "crossed."

American subscribers may conveniently remit through Mr. C. W. BARDEEN, 406 South Franklin Street, Syracuse, New York; or Messrs. E. L. KELLOGG & Co., 16 East 9th Street, New York.

LONDON: WILLIAM RICE, 3 BROADWAY, LUDGATE HILL, E.C.

THE INFLUENCE OF GRAMMAR SCHOOLS.*

STARTING with some definition of what our education and our school influence ought to produce, let us try to examine how far they do produce it, and the reasons for their success or failure. No doubt we all agree on the object of education: agreement more or less close on its object is found in all writers, from Plato down to Mr. H. G. Wells in the *Daily Mail*. To quote from Froude (whose words I shall use more than once), "to make us know our duty and to do it, to make us upright in act and true in thought and word, is the aim of all instruction which deserves the name, the epitome of all purposes for which education exists. Duty changes, truth expands, but the principle of obligation is everlasting. Every one [he continues] admits this in words. Rather, it has become a cant nowadays to make a parade of noble intentions. But when we pass beyond the verbal proposition our guides fail us, and we are left in practice to grope our way or guess it as we can."

How far have our grammar schools solved the proposition? How far have they fulfilled, and how far are they fulfilling, this great work? It is hard to say. Without speaking dogmatically may we not at least suppose that in the past they have done their share in forming the national character which we Englishmen enjoy; that the very want of system, the individuality, the freedom and good mutual understanding that have marked English schools for so long have been not merely the effect, but also at the same time the cause, of the character of our middle classes?

There is much in our schools of to-day that answers to Emerson's estimate of our nation: "The English composite character," he says, "betrays a mixed origin; everything English is a fusion of distant and antagonistic elements; the language is mixed, the currents of thought are counter, contemplation and practical skill, active intellect and dead conservatism, world-wide enterprise and devoted use and wont, aggressive freedom and hospitable law, with bitter class-legislation, a country of extremes—nothing can be praised in it without damning exceptions, and nothing denounced without salvos of cordial praise." Are not our schools composite? Are they not largely a fusion of, a compromise between, distant and antagonistic elements? Are not the currents of thought in our educa-

* A Paper read before the I.A.H.M.

tional world counter?—active intellect fighting with dead conservatism, praise and censure necessary in the same breath? But there is something more definite than vague connexion of characteristics. It is not so long since education, like religion, had fallen on evil days in this country. Our schools were generally inefficient, without esteem and without influence; following, as they were no doubt largely obliged to do, the Universities, they were teaching the same things that had been taught two centuries before, antiquated knowledge, which had fallen out of the market. Lifeless and unreal, their influence was gone, retribution was upon them; the tide had reached the low-water mark at which it was bound to turn; and in the last few decades since it turned it has swept on stronger and stronger till it has threatened to overwhelm and submerge the smaller grammar schools, culminating in a mighty wave which brought upon us a creation that has been a menace to the very existence of many of us, but which will in time, I firmly believe, prove our salvation—the higher-grade Board school. It has been cast up by the seething waves of the conflicting tides in the educational world, like Arthur of old, and, like him, it may be, by antagonism to an old, perhaps a worn-out system, to lead to better things.

Yet at the present day the grammar schools are undoubtedly showing greater vitality and increasing their usefulness; is it of the right kind? One is constrained to ask whether this influence is really superior to that of the Board school. We have, generally speaking, a better class of boy to deal with, we keep him a little longer, we have a freer hand in our work; we have games, we have traditions, and, speaking broadly, a staff of more highly educated and more refined men. These are no small advantages, but I at least am not disposed to think that they produce the full effect on our boys which we might fairly look for from them. (It must be remembered all through that I am only speaking of the smaller grammar schools, and of the day-boy, not the boarder.)

"Vox populi vox Dei" is not a maxim I hold with; yet I believe one of the chief tests of our local influence should be found in the recognition of the value of our schools in their own districts; if the training is sound and the influence good, there should be a tendency, not only among "old boys," but also among others, to send their sons to the grammar school, even at some cost to themselves; we should find some recognition among the people of the advantages offered. But I do not hesitate to affirm that, as a rule, this is not so; that the acknowledgment of the superiority of the secondary over the primary school is tardy and reluctant. Let me take my own case as an example: in our town of twenty thousand people we have excellent Board schools; a highly efficient intermediate school (on my own foundation) charging 9d. a week, presided over by a very popular headmaster; and my own grammar school. The last has an efficient staff, excellent buildings and grounds, new laboratories and workshops, and a tuition fee of £7 a year. The town with the surrounding district is large enough to support all, but there is a distinct tendency among many of those whose sons one would expect to find at the grammar school as a matter of course, to send them to the Board schools or to the intermediate school. This is beyond question the experience of most headmasters whose schools are of the same class and similarly situated; but it is a serious matter, for with almost all of us our efficiency is proportionate to our numbers. Though this want of appreciation may be traced to our failure to make a distinct mark of our own, allowance must be made for other reasons, and not lowest among them ranks the general spread of education. In old days the grammar school was the centre of education for the community, and, educated men being rare, its master naturally held a high position, *omne ignotum pro magnifico*: but now all the world and his wife are more or less educated. Education, of sorts, crieth aloud in the streets, and, more fortunate than wisdom of old, every man regardeth it. On the face of it, it would seem that the effect should be to increase the influence and appreciation of the true secondary schools, for, theoretically, the more education a man has the better should he appreciate the value of it, and the more eagerly should he seize every opportunity of acquiring more, whether for himself or for his son. But it is not so: a little knowledge is a dangerous thing, and, though "every man his own lawyer" leads to much profit for the lawyers, "every man his own schoolmaster" brings us nothing but worry and work. Those who have but tickled the face of education with a pen are apt to think that they have

acquired all knowledge, at least all that is necessary, and, if so, why should their sons have more?

This lack of ambition in parents in things educational is unfortunate, but natural: the higher comprehends the lower, but the lower does not comprehend the higher; and the argument is obvious that a boy gains more by attending a school where he acquires what he actually and directly requires, and by then starting to earn money at the earliest possible moment, than he does by spending two or three years more at school, studying subjects that cannot be directly applied in practice when he starts in the world. This is purely utilitarian, of the earth earthy, certainly; but that is the whole tendency of modern life: it is the real *raison d'être* of most of the changes manifest in education and in our schools. Will you maintain that the great changes in the curriculum during the last fifty years are due to any motive as much as to this? Have they been due to a belief that there is better educational value in the multiplicity of subjects—the science, the book-keeping, the shorthand, of which we hear so much? There must still be among us many of those who have been brought up on the classics, and who have enjoyed a training based on linguistic work. We have found that influence good for ourselves, and we do not doubt its value for others; and yet how many of us have set up on our altars—*horresco referens*—that abomination of literary desolation, the organized science school! We have done it for utility, for utility simply: for the filthy lucre, the starvation wages of South Kensington, to enable us to make our schools more efficient. If we, in our own struggle for life (real enough in too many of our smaller schools), have deserted what we know to be the better way for reasons of utility, who are we to blame those parents who act for their sons in the same spirit?

Again, we lose local influence by the fact that our schools contain a mixture of classes, so that parents are apt to think it undesirable to send boys of the better class to them. It is a real, not a sentimental, objection, and it affects us in more ways than one. Not only does it tend to diminish our numbers (and thereby our efficiency), but it tends also to keep out of our schools the very boys we most need: those who come from the more cultivated homes, and in whom the ideas of courtesy, loyalty, and honour are capable of being most fully developed; the boys who in after-life are likely to hold the higher places in our towns, and whose character and example will be of the greatest importance to the community.

These boys give us our chief *point d'appui* for refining and cultivating the minds and manners of our rougher boys, and we can ill afford to lose them. By rougher boys I mean those free scholars and County Council scholars who do not come from such refined homes; I though, for myself, I must say that I have had considerable numbers of these boys in the school, and I have found them almost invariably good, honest, industrious lads, willing and anxious to be a credit to the school, whose influence has been for good, and not for evil. The remedy for this objection to the mixing of classes will only be found when the Englishman ceases to be exclusive; and that, perhaps, will come when there arises a generation born of fathers and mothers who have been pupils together in the mixed schools of the future; the system is working, and cannot but spread, for it should be the solution of the difficulties that beset many of our small country grammar schools; but of its value and its influence I leave a more experienced man to tell us later.

One more matter that strikes a serious blow at our influence, the more serious that there seems no remedy for it, is the early age at which children leave us, and the shortness of the stay with us. In my own school, for instance, out of 120 boys in the school now, only 5 have been in it more than four years, while, of the 80 who have left since I have been there, 22 have been at the school two years or less—i.e., some 25 per cent.; and the average age at which they leave I find to be about sixteen, though many go out into business (i.e., trade) considerably younger. When a boy remains till he is eighteen, or nearly eighteen, there is a prospect of much of the influence of his school on him being permanent, and doing him lasting good; but what lasting good can one do a boy who comes at thirteen and leaves at fifteen? More reasons could be found without difficulty for our lack of influence, but I will try to point out lines along which we must work if we are to acquire a real, solid basis on which to build up the influence we ought to have. First, and by far the most important matter for us, is delimitation of schools. We are working for it in other fields and for other reasons, but we shall have

no fair chance till "the man in the street" can understand the radical difference between one school and another. In this connexion the words of Mr. Morant, in the general conclusions attached to his most interesting report on the French system of higher primary schools, are worth careful attention ("Special Reports," page 334). "It is difficult to exaggerate," he says there, "the advantages of having clear, definite, uniform, and self-explanatory titles for each class of school and each division of public education. No one who makes inquiry in France can fail to be struck with the beneficial effect upon each and all of the recognition of the basic educational differences (recognizable in their very names) between an *école primaire supérieure* and a *collège* (or *lycée*) *d'enseignement secondaire moderne*, and still more a classical secondary school, as compared with the confusion worked upon the popular mind in England by our complex school nomenclature, comprising high schools, higher-grade schools, intermediate schools, central schools, grammar schools, institutes, continuation schools, organized science schools, finishing schools, &c., &c. [we may add first-grade schools and second-grade schools, schools of science, and science schools]. Nothing but good can come from the popular realization of the clear distinction—for instance, between (1) schools intended to give a definite trade apprenticeship; and (2) schools intended to give a general educative training in industrial, commercial, or agricultural methods, to pupils who have just left the elementary schools, and have at most three years at their disposal; and (3) schools giving true secondary education—whether modern or classical—to scholars whose education is intended to last, approximately, from seven to eighteen years of age." This is what we are to do if we are ever to get a real hold on the country: let us get rid of shams. Our schools are now a composition of various elements; we try to be all things to all men (I speak of the smaller schools), and hope to satisfy them by teaching (like Muggleton College) fourteen subjects for two hours a week each. We are not true to ourselves (personally I plead guilty—"Video meliora proboque, deteriora sequor"); we are fitting on the new cloth, or new red tape, of the organized science school to the old, well-worn, but elastic and comfortable, garment of literary training, and we are proclaiming aloud: "Here is what is needed! Here is the true education! Here is the happy mean between the new and the old!" We are crying peace when there is no peace; we are trying to work together two mutually exclusive systems (they may be equally good); we have given way to pressure of circumstances to keep our schools alive, acting, in many cases, against our own consciences. For my own part, I envy the fortunate thorough-going man who can say: "Why this difficulty about manual training? What simpler than to leave out our two hours' Scripture for it?" *O sancta simplicitas!* He at least is thorough; he recalls him of whom Punch sang:

I am a man of science with my bottles on the shelf;
I'm game to make a little world and govern it myself.

My object is not to decry science; what I am trying to plead for is a clear recognition of what we are to do: if science, let us do science; if literary work, let us do that; but let us cease to stand halting between two opinions, a mockery to ourselves and to others. Froude said truly thirty years ago: "You cannot learn everything; the objects of knowledge have multiplied beyond the powers of the strongest mind to keep pace with them all. You must choose among them, and the only reasonable guide to choice in such matters is utility. The old saying, 'Non multa, sed multum,' becomes every day more pressingly true. If we mean to thrive, we must take one line and rigidly and sternly confine our energies to it."

Definition might help too to solve the question of the mixture of classes, for it would save us from some at least of the *déclassés*—those boys who are out of their sphere in a secondary school; who think they are rising because, in their minds, the work of a clerk is nobler than that of an artisan; whose presence in our schools is due to this want of proper distinction as to our aims and objects; but it is dangerous, for the educational ladder may do more harm than good if it leads in a majority of cases to discontent; and except for the *rara avis*, the boy of genius, I fear that our scholarships may lead to that. We take the abler of the artisan class and train them far enough to give them a distaste for mere manual work, but no more. Will they be content to be what their fathers were and no more? If not, to what will it all lead?

A clear definition of our position would give us a fair start; how is it to be followed up? We are so bound down by the requirements of the various bodies for which we work that it is difficult to effect much by our curriculum; still a little leaven may leaven the whole lump, and, though we cannot give much time to our own literature and history, something may be done through them to develop that feeling of patriotism which exists in all boys, and which is as necessary to the influence of our schools as it is to local and national life. We are an Imperial race: cannot we do more than we do now to instil into our boys Imperial ideas? More important still is the lively teaching of the greatest of our subjects (in which as yet we are allowed a free hand), the teaching of Scripture and of religion; if we could make the dry bones live, we should be doing more for our boys and for our schools than we could do in any other way. No bigotry, no denominationalism, is needed—merely earnest work along the lines pointed out by my own old master, Mr. Bell of Marlborough, in his admirable book "Religious Teaching in Secondary Schools."

Outside the work there is much life by which we can not only keep our boys out of harm, but teach them, very practically, honour, unselfishness, and loyalty. In the games, the value of which we all recognize, I would urge the importance of making every boy subscribe to the school fund, and of making the games compulsory for all, theoretically—I say theoretically, because one cannot enforce it in the case of boys who live at a distance; there are valuable influences too in school magazines, libraries, and rifle corps, though for the latter especially we are hampered by want of funds and of boys. Not less important is the value of old boys' associations, which, rightly worked, are most powerful instruments for increasing and developing whatever influence there is for good in our school life.

REVIEWS AND MINOR NOTICES.

The Psychologic Foundations of Education: an Attempt to show the Genesis of the Higher Faculties of the Mind.
By W. T. HARRIS. ("International Education Series."
Pp. 400; price 6s.)

Dr. Harris is specially qualified to deal with the philosophical foundations of psychology, and to apply its lessons in the interests of education and of the State. His able report of the schools of St. Louis, of which he was Superintendent some thirty years ago, first made him known in England. His philosophical studies have been prolonged and profound; he has written a volume on the "Logic of Hegel," and is editor of an International Series of books dealing with the philosophy of education, which includes the works of Rosenkranz, Fichte, Herbart, Froebel; his intimate knowledge of the teaching profession has enabled him to put into a form intelligible to those who have only a limited time at their disposal, the fundamental conceptions most necessary for them, but which are expressed with unnecessary obscurity by some of the great writers on educational psychology. Dr. Harris's position, too, as Commissioner of Education at Washington, has brought him into specially close relation with the political and social aspects of the subject of which he treats.

The book consists of three parts. The first is designed to familiarize the student with the leading ideas; e.g., the meaning attached to the word *psyche* or "soul"; the grounds for the affirmation of a persistent and self-active, self-conscious personality; the conceptions of space, time, cause, the absolute. There is a specially interesting and lucid chapter on general concepts, and a very striking discussion of the will, of freedom *versus* fate, of the fallacy of the strongest motive.

Part II. deals with the subject more systematically. A clear distinction is drawn between perception and conception: the one being the recognition by sense of a phenomenon, here and now; the second, the recognition of the "form" in the Aristotelian sense.

Part III. includes subjects not usually embraced under the head of psychology. Dr. Harris writes: "It has happened that psychology recommended for teachers, has been mostly of an individualistic character, the principle of participation in spiritual life being ignored. Hence all allusion to the psychology

of society, of nations, of institutions, and especially of art and religion, has been omitted."

In reading the book, there are some difficulties to be overcome, owing to the vocabulary. American metaphysics are derived from Germany, and the language, though English, is not the same as that of England. We have, therefore, to ascertain and bear in mind the author's use of such words as introspection, conception, idea, motive, self-activity, principle, method, &c. In the first he includes a passive consciousness of a self, as well as an active self-consciousness in which attention is directed to the self. His use of the word "idea" (*Begriff*), to include not only the thought as realized in the mind, but as manifest in the phenomena of the universe, is unfamiliar to English readers, but fundamental in Fichte and Hegel; and so Dr. Harris speaks of the "ideal" as the law to the plant, though the plant does not perceive its ideal, and is not consciously related to other ideals; it is only an animal that can, through introspection, feel its own wants and motives, and, through internal consciousness, can conceive a person. He quotes from Plotinus words which have a fuller meaning for the evolutionist of to-day: "A blind tendency in Nature to develop some ideal implies, as its logical condition, a completely realized ideal in the absolute first principle through which Nature is given its being." The author introduces, too, a useful word when contrasting the knowledge we have of things with that of persons: the first is obtained by external observation, the second by sympathy; and the word "eject," suggested by Professor Kingdon Clifford, expresses the objective ideal of another's personality; to recognize another being, as having a subject or self like ourselves, is not merely to perceive an object, but an "eject." "Representation," "recollection," and "memory" are used in a special sense, which is unfolded as we read.

Psychology may be treated altogether from the objective or scientific standpoint: it is then a branch of physiology—we may discuss the phenomena observed without postulating a soul, just as we may electrical phenomena without expressing any opinion regarding the nature of the electric force. On the other hand, psychology may be treated as a department of metaphysics: we may speak of the soul as a self-active being, and its environment as the phenomenon of the only true noumenon, an eternal self-existing spirit. Those who take this view direct the attention to what we know subjectively by introspection. The great question which divides thinkers into two opposing parties seems to be defined by the answer given to the question: What is the *primum mobile* of their universe of thought? Is it to be found in the objective revealed by science, and known through the bodily organism, or is there a deeper reality, an active eternal reason, known to us through introspection?

Dr. Harris postulates the idea of self-activity as fundamental and necessary. "If the reader denies the existence of self-activity, for him psychology does not and cannot exist." He gives the ground for the faith that is in him, and he builds on psychologic foundations the belief in God, in freedom, in immortality. Some have said that metaphysical questions are unimportant for teachers, and it is doubtless true, that those who hold opposite views on metaphysical questions, often act as if they were agreed—*e.g.*, those who deny freewill act as if they were free; yet history and our own consciousness teach us, that the spirit in which we live our lives is profoundly affected by our creeds. In matters of everyday life, our practice is always affected by the future outlook; thus, we teach differently those whose school education is to be completed at twelve years old, and those who are to pass on to the higher education of a University. Shall we not teach differently, if we believe in an "endless progress or proficiency" for man, if we regard him as immortal?

Dr. Harris distinguishes "three stages of the development of the thinking power": (1) The frankly empirical of mere sense-perception, which he calls "atomic." (2) "That which sees everything as depending upon the environment." (3) That which "arrives at the insight that true being is self-active, self-determined, and exists as intellect and will—all else being phenomenal." "The most important end of education," he writes, "is to take the pupil through the first and second stages up to the insight into the personal nature of the absolute."

I would specially commend to my readers the chapter in which he shows, by a *reductio ad absurdum*, that continued reflection

must lead us beyond the realm of the understanding to that of the reason, and the intuitions of the *prima philosophia*. "Empirical psychology," he writes, "aims to inventory the facts of mind, and to arrange them systematically. . . . Rational psychology deals with the philosophical presuppositions of mental life, with what may be investigated *a priori*, and is found to be necessarily, rather than accidentally, true."

Dr. Harris is eloquent on the danger of arresting the "development of the higher mental and moral faculties by teaching with too much thoroughness, and too long-continued drill, the semi-mechanical branches of study, such as spelling, arithmetic, the observation of form and colour, and even the distinctions of formal grammar." Specially important is this warning at a time when the value of observation is perhaps unduly emphasized; we may keep pupils in the empirical or childish stage, and arrest their mental growth. It is impossible to do more than draw attention to this thoughtful and practical work; I would fain hope that these Psychological Foundations will help to supersede some teachings which, so far as they are assimilated, paralyze the energy by denying self-activity, and destroy the validity of ethical teaching by referring all action to universal environment.

The Method of Teaching Modern Languages in Germany. By MARY BREBNER, M.A. (Clay & Son.)

In 1890 the Gilchrist Trustees established a travelling scholarship for women teachers, of the value of £50, tenable for one year. The object of the scholarship was to enable the holder to spend three months in visiting schools abroad. Miss Brebner, to whom the scholarship was awarded in 1897, spent over six months in Germany, visited forty-one educational institutions, and heard about two hundred and sixty lessons. Considering the importance of the subject, a stay of three months would not, indeed, have sufficed, and it is therefore fortunate that Miss Brebner found it possible to prolong her visit. The results of her mission are embodied in the small book before us, and, apart from a certain looseness in the arrangement of the material—a defect inseparable, perhaps, from the treatment of so many-sided a subject—it is a very careful and useful piece of work.

The report "aims at giving a correct general view of the methods adopted," and its appearance at this moment is particularly opportune. English teachers, and happily also English parents, are becoming every day more fully alive to the fact that the results of the modern language instruction given in our secondary schools are ludicrously disproportionate to the time and money spent in achieving them. Such also was, according to Miss Brebner, the state of affairs in Germany some twenty years ago. With praiseworthy energy the Germans set about the work of reform, and have already been well rewarded for their pains. Much, no doubt, still remains to be done, but the record of what has been done should convince us in England that we have no longer any excuse for hesitating to follow their example.

Many of us, it is true, have already discarded the classical and traditional fashion of teaching French and German in order to adopt more reasonable methods, but no satisfactory progress can be made until we have decided to alter the conditions under which modern language instruction is carried on in our schools. Three essential reforms that the Germans are carrying out we also must seek to effect before the *new methods* can be introduced into this country with any chance of success.

In the first place, "it is very much to be regretted," says Miss Brebner, "that so few hours a week are usually spent on any given language in England. The Germans believe very much in what they call the *intensive* study of a language. It is an acknowledged fact that half the number of years with double the number of lessons per week produces immeasurably superior results." In the Prussian schools we find *Gymnasien* pupils beginning French at eleven, with four hours a week; *Realgymnasien* pupils at eleven, with five hours; and in the *Oberrealschulen* six hours a week are allotted to the subject during the first five years. In England we teach too many languages simultaneously to permit of French and German receiving proper attention, and, until they receive proper attention, the best linguistic methods will effect but little. Secondly, to quote the Prussian *Lehrplane*: "Instruction in French and English according to the principles indicated above requires a teacher who can use the language with the utmost

ease and precision. . . . The most difficult part of the teaching falls in the first year ; what is neglected then can hardly ever be made good." In England the general rule we follow is to put beginners into the hands of teachers who hammer into their heads a peculiar notion of French, that no subsequent good teaching can hammer out again. To judge from the contents of chapter vii. in this book, the German Universities have made very adequate provision for the training of the modern language teacher, and they recognize what our Universities apparently do not, that "to obtain complete teaching qualifications a thorough knowledge of the current language, sure mastery of it for use in writing and speaking, . . . are of paramount importance." Compare this with the Oxford regulations for the Examination for Women (Honours) in modern languages : "*A viva voce examination in these modern languages for such as desire it will be held in Oxford.*" In short, the newest and best methods will effect nothing till those who employ them have a competent knowledge of the language they teach. Thirdly, to quote Miss Brebner once more, "In England . . . our elaborate and often irrational examination system (for schools) materially interferes with the practical realization of the views of enlightened reformers." We should like to have had a far fuller account of the German school examination system. The following will, however, suffice to show the progress that has been made : "The examination at the *Realgymnasien* is both written and oral, and an essay in the foreign language is required. Still more naturally is expected from the pupils of the *Oberrealschulen*." Examinations may serve either as a stimulus or a stumbling-block. If we want the *new methods* to be adopted by teachers in English secondary schools, our examinations must first be made to serve the latter purpose. That the three above-mentioned reforms must and can be carried out before modern language instruction can give the results we have a right to expect is the lesson that is taught by this report.

We will conclude by calling attention to two observations by Miss Brebner on the new methods. In a chapter devoted to the use of phonetics we read that "many teachers do teach phonetically in the stricter sense, even when prohibited from using a phonetic alphabet or phonetic terms in a systematic way." Miss Brebner saw such a lesson given, and was "strongly prepossessed in favour of this kind of teaching" (page 27). This seems to show there can be no object in inflicting a phonetic alphabet on our pupils, in spite of emphatic assurances to the contrary. On page 44 we read that the absolute exclusion of mother tongue in foreign language instruction, even from the beginning, "seems to involve loss of time and a certain amount of unnecessary confusion." We believe it to be quite true that the mother tongue cannot be profitably avoided in the early stages of instruction ; whether it can be avoided in the subsequent stages is a problem that has still to be solved, and it is only one of the many problems that face the modern language teacher. Our German pioneers have cut out a path we must follow, but they are not out of the wood—far from it.

"Social England Series"—*Alien Immigrants to England*. By W. CUNNINGHAM, D.D., Hon. LL.D. Edin., Hon. Fellow of Gonville and Caius College, and Fellow and Lecturer of Trinity College, Cambridge, &c. (London : Swan Sonnenschein ; New York : Macmillan Co.)

In this book Dr. Cunningham is, as he notes, breaking new ground in attempting to give a connected view of his subject as a whole, and it is no small gain that the lines of inquiry into the history of alien immigration into England should be laid down by so able a pioneer. Reckoning the Danes as scarcely aliens to the Angles, he begins his work with the reign of Edward the Confessor, and divides it according to periods during which the stream of immigration, never altogether ceasing, flowed with special volume, such as the Norman Invasion, the fourteenth and fifteenth centuries, the Reformation time, and so on. In treating of each great wave of immigration, he notes the causes that brought over the new comers, whether troubles at home or the prospect of gaining some advantage in England, the position that they held here, and the results of their coming. The Norman immigration, which was, of course, mainly military, was by no means confined to the people of the Duchy ; for the army of the Conqueror included men of many nations, all alike being known here in the eleventh century as "Franci" ; and it may be said to have gone on for about a hundred years, during which the Kings of England

largely employed foreign mercenaries. While many of those who came over were settled in what may be called military colonies, Dr. Cunningham points out that the rise in value of various estates between the time of King Edward and the date of the Domesday Survey proves that there had been an increase in the supply of labour, and that, therefore, a considerable number of the soldiers of the Conqueror's army must have settled down as cultivators of the soil. Among the results of this immigration he reckons the development of the weaving trade ; for at the time of the Conquest weaving was mainly a home industry, while not very long afterwards cloth was manufactured for the market, and we find guilds of weavers, composed of aliens, and enjoying royal protection.

In the fourteenth century English finance passed from the hands of aliens. On the expulsion of the Jews the financial business that they had transacted was for a short time carried on by the Templars, and, after the suppression of the Order, fell into the hands of the Lombards. The Italian merchants were ruined by the exorbitant demands made upon them by the Crown ; some Flemings tried to establish themselves as bankers in London, but were slain by the citizens, and from the time of the Battle of Crecy the business in money, hitherto done by aliens, was taken up by English merchants, who made advances to the Crown on the security of wool. Alien merchants, though encouraged by the Crown, met with much hostility from the native traders, and the decay of the great fairs at the close of the century was specially unfortunate for them, because it compelled them to carry on their business in towns, where they were regarded with jealousy, as men who had come over only to make money, and not to cast in their lot with the people generally. Alien craftsmen, on the contrary, came over to stay, and the Flemish weavers and fullers, who were driven from their own towns by the harsh dealing of the merchant companies, settled chiefly, indeed, in the eastern counties, but also in other districts, and evidently trained up a large population to work according to the improved methods that they introduced. In the fifteenth century many alien artisans were employed in manufacturing finer goods than were then made in England, and Dr. Cunningham gives an interesting notice of a protection granted in 1455 to the London silkwomen, who were, he considers, probably a body of alien origin, both because silk-throwing could hardly have sprung up as an indigenous art, as the raw material was imported, and because an organized women's trade was foreign to English ideas. The immigrants of the sixteenth century were, for the most part, religious refugees, and, unlike the alien craftsmen of earlier times, did not rapidly become part of the rest of the population ; they formed separate communities with their own rights and with special arrangements for the support of their poor. While their influence on industry is described as "enormous," it was local ; though, of course, the knowledge of their art became, in time, more or less diffused among their neighbours.

Dr. Cunningham draws a curious parallel between the Norman influence in England in the reign of the Confessor and the influence exercised by the Dutch during the century preceding the Revolution of 1688. He suggests that the alien element among the wealthy citizens of London was an important factor in general politics, and shows how the system of national finance was affected by a conscious imitation of Dutch methods. Among the citizens of London of alien extraction was Cornelius Vermuyden, whose project for draining the fen country was financed by other Dutch capitalists and executed by workmen brought over from Holland. Dutch artisans introduced improvements in various manufactures : a colony of Dutch weavers settled at Bradford, in Wiltshire, and contributed to the prosperity of the district ; Dutch clocks were made in England by Dutch workmen soon after the Restoration ; Dutch miners worked in the Keswick mines ; and Dutch potters made Delft in several places.

Under the heading "Later Immigrations" we have accounts of the Huguenot refugees, of the incursion of destitute Germans after the devastation of the Palatinate in 1693, and of the *émigrés*. In a weighty conclusion Dr. Cunningham declares his dissent from the opinion that the question whether England is to continue to permit the immigration of aliens should be settled by the experience of the past. Save in the matter of education, he observes, England has nothing to learn from foreign nations as regards either social or political life ; while the change in industrial arts effected by the use of machinery has

made manual skill of far less importance than in the days when our manufactures were improved by the immigrations of Flemish Walloons and Huguenots. The question of admitting any particular set of new comers should, he contends, be decided on its own merits; and, though he would have the country hesitate before changing its immemorial policy in this matter, he considers that we may fairly demand of any set of people seeking to be received here that they should show that they can benefit the country, and that they can do something better than we can do it ourselves.

Social and Ethical Interpretations in Mental Development: A Study in Social Psychology. By JAMES MARK BALDWIN. (Macmillan.)

This work has been crowned with the gold medal of the Royal Academy of Denmark. Nor does it seem unearned reward; for Mr. Baldwin has written a treatise of unusual suggestiveness. It is, indeed, only a comparatively short time since Professor Baldwin published his book on "Mental Development in the Child and the Race." But the two books may be described as parts of the same design. In both books Professor Baldwin has had in view the treatment of the development of the individual in relation to the doctrine of the race development of consciousness. His whole problem may be stated thus: What is the genesis of the individual as such? What is the genesis of society, and what are the psychological conditions of the development of society in its relation to the individual units which compose it? What is the relation of the *ego* to the *alter*, and how, from this relation, do we get to the *socius*? These questions have been discussed, but usually so that "the theorist of society and institutions has floundered in seas of metaphysics and biology." Hitherto, adds Mr. Baldwin, "no psychologist has brought him a life-preserver, nor even heard his cry for help." So that, briefly, Professor Baldwin's problem is: The relation of the *ego*, *alter*, *socius*, from the point of view of genetic psychology, *i.e.*, the evolution of the relation between the individual and society, in all their actions and reactions on one another, as traced in the history of the race.

In his earlier book, Professor Baldwin has dealt with Infant Psychology and Race Psychology, and has shown very instructively the significance of child-study. In fact, the most interesting part of the earlier book was precisely in the use made by Professor Baldwin of his observations of children. He himself affirmed that the classes of people he hoped to interest in his theories were psychologists, and then teachers and writers on education in the outcome. In the newer book, Professor Baldwin's writing has not so direct a relation to the work of teaching, because, as he explains, he is reserving this aspect for a "thin volume" of educational interpretations. Yet the indirect value of the subject is pretty clear. The book is intended to be a comprehensive study of social and ethical psychology. Now no student of education ought to feel his studies at all complete unless he has given considerable attention to the *environment* of those who are being educated. Social psychology, then (if there is any good account forthcoming), claims a place in the education of the educator.

Professor Baldwin had already shown great acuteness in his analysis of personal growth. He holds that the element of *uncertainty* quickly helps the child to distinguish persons from things. A person stands "for a group of experiences quite unstable in its prophetic, as it is in its historical, meaning." This is the first stage in the growth of the child's personal consciousness, and Professor Baldwin calls it the "projective" stage. The next is the "subjective" stage, and is due to the child's active bodily self, and the "method of it is the *function* of imitation." Finally, the child, consciously or unconsciously, comes to realize that these other persons—the projects—are like himself—are "also *me's*." This is the *ejective* or *social self*.

The *ego* and the *alter* are thus born together. Both are crude and unreflective, largely organic. And the two get purified and clarified together by this two-fold reaction between project and subject, and between subject and eject. My sense of myself grows by imitation of you, and my sense of yourself grows in terms of my sense of myself. Both *ego* and *alter* are thus essentially social; each is a *socius* and each is an imitative creation.

Professor Baldwin points out that the two dominating characteristics of the child are "a certain slavishness, on the one hand, in following all examples set around him; and then, on the other hand, a certain bold aggressiveness, inventiveness,

or showing off in the use he makes of the things he learns." The child imitates his elders when, on the whole, he considers they know more than he does, or are more powerful, whilst he is aggressive toward his brothers and sisters. From the one class he learns, and on the other he practises. In these analyses of the function of imitation and inventiveness Professor Baldwin is particularly interesting and instructive. It is the play of these functions in the social atmosphere, in which he is constantly absorbing and readjusting the elements he finds at hand, that personality subtly grows up and develops. Under the section on the Inventive Person Professor Baldwin gives a valuable chapter on the Man of Genius. He regards the genius—after the opinion of William James—as a variation. His characteristics are intellectual originality and sanity of judgment. His relation to society is direct, like that of the ordinary man. And so, as Professor Baldwin says:

To know that the greatest men of earth are men who think as I do, but deeper, and see the road as I do, but clearer, who work to the goal that I do, but faster, and serve humanity as I do, but better—that may be an incitement to my humility, but it is also an inspiration to my life.

On the whole, then, it will be seen that, though this book only indirectly deals with education, there is much in it of great interest for educators. For our own part, we have long felt that there was a piece of psychology which badly wants working out. We have a psychology of crowds as written by M. Le Bon. Here we have psychology in the relation of the actions and reactions of society and the individual. What we should like to see, as teachers, is a suggestive treatment psychologically of the individual boy and the class at different stages of school life. It is an extremely complicated problem, but one not more complicated than many to which psychologists are now turning their attention, yet surely a problem of vast interest and value. Such a book as this of Professor Baldwin, while, of course, vastly more comprehensive, paves the way for by-roads of psychological research and inquiry, such as the one we are suggesting. The book, too, is valuable for political thinkers, for much of the division of camps into Socialists and Individualists would find a common interest in the study of the evolution of society. We can, therefore, from many points of view, recommend the careful reading of Professor Baldwin's able work.

History of Rome in the Middle Ages. By FERDINAND GREGOROVIVS. Translated by ANNIE HAMILTON. Vol. V., Parts I. and II. (G. Bell & Sons.)

This excellent translation continues to appear with praiseworthy regularity. The present instalment, which is made up in two conveniently sized parts, and is completed by an index, extends from the accession of Innocent III. to the beginning of "the captivity" of the Popes at Avignon. It starts with the expiring struggle of the Empire against the theory of the universal dominion of the Papacy and the desire of the cities of Italy for independence. With the fall of the Hohenstaufen house, the Empire may be said to have ceased to be a living power. Innocent III. began his work of establishing the world-wide supremacy of his see by acquiring supremacy over Rome itself. He brought the Roman Senate into subjection, and, though the citizens, indignant at the Pope's successful assertion of the right of jurisdiction in the urban territory, for a time drove him from Rome, he quelled their resistance, and, as he had the sagacity to use his victory with moderation, he set the Papal authority in the city on a firm basis. At his death the democratic party made some attempt to regain the rights of the community, but soon abandoned their schemes, for Frederick II. was anxious to obtain the imperial crown from Honorius III., and sent a message to them, exhorting them to return to their obedience to the Pope before his arrival in Rome. When, however, he was excommunicated by Gregory IX., he set himself to form an imperial party in the city, and the Pope was consequently forced to take shelter in Viterbo. After Gregory had spent two years in exile a series of misfortunes—floods, famine and pestilence—caused the Romans to entreat him to return. He found heresy rife in the city. An interesting account is given of the severe measures that he took to root it out, and of the establishment of the Inquisition in Rome. Before long he was again forced to flee. The Romans sought to gain sovereign authority for their city, and declared that

Rome, not the Pope, was the rightful ruler of the patrimony of St. Peter. Gregory called on "the Catholic world" for help. Fortunately for him, the Emperor was at the time sorely in need of his good will, and so it was that Rome found herself at war with both Pope and Emperor. After a fierce struggle, the city was forced to submit, and, though it did not lose its civic autonomy, had again to accept the limits that Innocent III. had set to its independence. In spite of the struggles with the Popes and of the efforts of Frederick to win the city to his side, the Guelf party remained dominant in Rome, for, jealous as the citizens were of the Papal power, they knew that they would lose much by exchanging the rule of the Popes for the rule of Frederick, "the determined enemy of all civic autonomy." Among some valuable remarks on Frederick's place in history, Gregorovius observes that "he closed the epoch of the ancient German Empire," and did so "as the first national monarch, the founder of a political principle of centralized government." The age seized on the monarchical tendencies exhibited in his rule in Sicily, and, though at his death there seemed to dawn an age of unlimited Papal supremacy, fifty years later the French monarchy, drawing its strength from a new spirit of nationality, actually overcame the medieval Papacy.

The spirit of freedom which, under the guidance of the Senator Brancalione, forced the insolent nobles of Rome to respect the law, and made the city independent of both Emperor and Pope, soon died out, and the Romans elected princes as their senators in the belief that "they would more effectively defend their liberty against the claims of the sacred chair than any other *potestà* would be able to do." They conferred the office on Charles of Anjou, to whom Urban IV. had offered the crown of Sicily, and both Popes and Italian Guelfs were equally guilty of bringing into Italy a foreign prince who trampled on Italian freedom and began to work the overthrow of the papal system constructed by Innocent III. In striking contrast to Charles, gloomy in temper, coarse in nature, of restless ambition, and of narrow intellect, stands the figure of Manfred, in whom the best of his contemporaries saw "the flower of splendid manhood," and extolled his genius, magnanimity, the gentle nobility of his manners, and his fine culture. Such as he was, however, Charles was peculiarly fitted to be an instrument of the Papacy in the destruction of the House of Hohenstaufen. With Conradin perished the system established by the Ottos—the lordship of the German Emperors in Italy. A new force—the principle of political monarchy—was to shatter the papal system, which, for the moment, seemed to have triumphed in the execution of Frederick's innocent grandson. The agreement between Gregory X. and Rudolf of Habsburg declared the supremacy of the Pope; the Empire had become the mere shadow of a mighty name. The papal security was rudely shaken by the Sicilian Vespers—a revolt against the feudal claims of the Church and an assertion of national rights. Rome and the Ghibellines in the Italian republics rose against the French, and Charles and his creature Martin IV. saw their plans suddenly brought to naught. The overthrow of Charles for a time saved the Papacy from a master; but its independence had been undermined too thoroughly to be restored. In order to effect the downfall of the Hohenstaufens, the Popes had invited a member of the French royal house to become an Italian sovereign, and, as the medieval principles which maintained the papal claim to universal supremacy passed away, they found themselves unable to prevent their protectors from acting as conquerors. Boniface VIII. asserted the claims of his see as strongly as ever, but the times in which his assertion might have compelled the respect of kings were over; he came into collision with the new spirit of French nationality; he was crushed by it, and the Papacy became the servant of the French King. The volume ends with an interesting review of the intellectual and material condition of Rome during the thirteenth century.

(1) *General Elementary Science*. Edited by W. BRIGGS. (Clive.) (2) *Elementary General Science*. By A. T. SIMMONS and L. M. JONES. (Macmillan.)

(1) These two books are the first in the field adapted to the compulsory subject of General Elementary Science, recently added to the syllabus of the London Matriculation. The first one fully sustains the reputation gained by most of the text-books that have been issued from the University Correspondence College Press. If it errs in anything, it is in that it

contains, in our opinion, rather more than will probably be required from the candidates. The error is, however, on the right side, as the additional matter is, in the main, necessary for an intelligent grasp of the subjects in the syllabus. In the section devoted to mechanics, numerous worked-out examples are given in the text, which will be of very great help to the large number of students who find this subject a hard one. The subjects of heat, light, electricity, and chemistry are treated in as thorough a manner as is consistent with the essentially elementary character of the work. Two improvements suggest themselves. The expression of the second law of refraction as the constancy of the ratio of the intercepts should be given the more prominent place instead of that of the ratio of the sines. Again, some easy experimental proof of the laws of reflection and refraction—e.g., by the "pins and needles" method—should be added. At the end of each chapter there are a summary of its contents and a large number of examples for the student to work out as a test of his "powers of absorption." We can confidently recommend this book as being admirably adapted for its purpose.

(2) The style in which the second book is written is more taking, and is suitable for those who trust to common sense rather than to their memory. The section devoted to chemistry is very well written, and more attention is paid to the quantitative side. In Fig. 131, of an apparatus designed by Mr. Stuart to find the volume composition of gases, ought not mention to be made that the relative volumes of the bulb and the vertical tube should be known in the case of certain gases? There are some errors of commission as well as of omission. Though the difference between "mass" and "weight" is pointed out, the two terms are used indiscriminately. The distinction between them can only be brought home to beginners if we consistently use the words only according to their definitions. The more elementary a book is, the more necessary does this become. On page 52, in comparing the use of the ordinary balance and the spring balance, we read: "If we could attach the 50-gram weight [*sic*] to a spring balance, and carry it from the Equator to the Pole, we should find that its weight, as recorded by the spring balance, would vary continuously. Hence we estimate the equality of masses by the equality of their weights." This is ambiguous, and may be taken to mean that two masses which—one at the Pole, the other at the Equator—have the same effect on the spring balance are equal. In the chapter on expansion it is stated that all bodies, whatever their physical condition, get larger when heated and smaller when cooled. Reference should have been made here, at any rate, to water, if not to other substances whose expansion is anomalous. No mention is made of Davy's lamp or of freezing mixtures, and the conditions for a pure spectrum are not given. In spite of these and other defects, which can easily be rectified in a second edition, this is a very good type of an elementary text-book, written in a literary style far too rare in science books. The experimental nature of the subject is continually kept in view, and instructions are given for over three hundred experiments.

"Pitt Press Series."—*Earle's Microcosmography*. Edited, with Introduction and Notes, by ALFRED S. WEST, M.A. (6½ × 4½ in., pp. xlvii., 160; price 3s. Cambridge University Press.)

The second title of the little book on the editing of which Mr. West has bestowed so much pains is "A Piece of the World Discovered, in Essayes and Characters." It was first published in 1628, when Earle (or Earles, as he sometimes called himself) was twenty-seven or twenty-eight years of age, and we cannot be far wrong in supposing that most of it was written at about the age of twenty-four or twenty-five. Mr. West bases his text on that of the sixth edition, of 1633. It is plain from the number of editions—six in five years, with others to follow—that the book was once popular. It consists of some seventy-seven brief descriptions of characters, not unkind even when condemnatory, such as "a poore man," "a drunkard," "a young raw preacher," "a shee precise hypocrite," "a shop-keeper," &c., &c. Mr. West provides a serviceable introduction, which tells us simply and clearly all that there is to know about Earle and his book, criticizes some of the sketches, and adds brief appreciations of other similar books. The introduction is decidedly satisfactory; the notes are even more so. To the notes of Dr. Bliss, in his edition of 1811, which were few in number, he has added all that is necessary for making

the references and the meaning clear; while an appendix calls attention to points of grammar. So far everything is excellent; and yet we are very much inclined to think that all this skilled labour might have been bestowed on much better material; for sketches and essays of the kind we are considering to be of enduring interest should have been written by an experienced man of the world, a shrewd observer, plentifully gifted with humour, possessed of varied learning and of a good and characteristic style of his own. Earle, when he wrote, was a very young man, of little or no worldly experience. He does not show any marked shrewdness of observation in matters which must have come under his personal notice. He has a little humour, but not much; he is fairly learned in the Oxford learning of his day, and given, like a young man, to referring to out-of-the-way people and matters; and, lastly, his style is simple and clear, but very apt to grow monotonous, though occasionally it is refreshingly epigrammatic. It is not often that we come upon anything as good as the following, which comes at the end of his sketch of a "Church Papist":—"His wife is more zealous, and, therefore, more costly, and he bates her in tyres what she stands him in religion. But we leave him hatching plots against the State and expecting Spinola." This Spinola, we may remark, was commander-in-chief of the Spanish forces in the Low Countries under Philip III. But various people have various likings; and there are some who are fond of Addison, even at his weakest. But, in any case, every one will agree in thinking highly of Mr. West's editing.

"Parnassus Library of Greek and Latin Texts."—*Aeschylus Tragoediae*. By LEWIS CAMPBELL. (Macmillan.)

Prof. Campbell aims, in this volume, at consulting "the convenience, not of future editors, but of the general reader"; i.e., he has produced a text not stiffly conservative nor, on the other hand, too deferential to the latest ingenuities of emendation; where all seems to "lack sense," he wisely obelizes the passage. The more disputable readings adopted are defended in the Introduction, pages xi.-xxxi., a very compendious and useful summary of the views of an expert where positive certainty is unattainable. It is interesting, e.g., to find Prof. Campbell adopting Prof. R. Ellis's conjecture on "Supplices," line 878, changing *περιχαμπτά θρῆνίζεις*, M., to *περί, χάμψα, θρῆνίζεις*, i.e., "you brag too loudly, you crocodile"—certainly a most characteristic utterance for the Danaides in reference to their Egyptian pursuer. We feel a little more doubtful of his emendation of the impossible line 1002, *κἄλωρα κωλύονταν θωσμένειν ἐρῶ*: he would read *κἄλωρα κωλύοντα προσμένειν* "Ερῶν, and render "Forbidding Love to wait longer for what is already ripe." This gives a good sense, but it strains the ordinarily restrictive sense of *κωλύω*. On "Agamemnon," line 1447, the note (Introduction, page xxiii.) needs more explanation; for our own part, we incline to think that the true reading is *χλιδῆ*, and that *τῆς ἐμῆς* goes with *ἐννῆς*, in strong sarcastic opposition to *φιλήτωρ ταῦδε*. In any case, Prof. Campbell's version, standing by itself, leaves the reader uncertain (1) what is the nominative to *ἐπὶ γάγον*, (2) whether "his" refers to Agamemnon or Agisthus. We presume that, in the course of time, the "general reader" will get accustomed to the new Greek type employed for this series; it will, however, be an impediment to some. For ourselves, we think it beautiful, as is the type of the Introduction.

Biological Lectures delivered at the Marine Biological Laboratory of Wood's Hole, 1896-7. (Boston: Ginn & Co.)

An interesting collection of special studies, which will have its influence upon biological thought. Three papers on cell-changes are too technical for discussion here. Miss Katherine Foot's centrosome-creed, which can be changed every time you read a new paper on the subject, is amusing. Mr. W. B. Scott pours contempt upon the *ex ungue leonem* process in paleontology, and shows how slow and laborious is the process by which a fossil skeleton can be well and truly restored. We wish all success to Dr. B. G. Wilder and his associates in their effort to reform anatomical nomenclature. The accepted names of human anatomy, ignoring development and comparative anatomy alike, are a reproach to biological science. Mr. J. E. Humphry writes sensibly on the selection of plant types for elementary instruction. His advice will be useful to teachers who are not the slaves of some authorized syllabus. Mr.

H. E. Crampton's coalescence experiments on the Lepidoptera, showing how portions of different animals may be made to grow together, especially when pupae are practised upon, are particularly curious and instructive. This is the most novel and original paper in the volume.

"The Story of the Empire Series."—(1) *The Story of Canada*. By HOWARD A. KENNEDY. (6½ × 4 in., pp. 175; price 1s. 6d.) (2) *The Story of South Africa*. By W. BASIL WORSFOLD. (6½ × 4 in., pp. 175; price 1s. 6d.) (Horace Marshall & Son.)

(1) We have already noticed three or four volumes of this bright and interesting little series; and the praise we then bestowed is equally deserved by the two volumes whose names appear above. In our previous notice we picked out the volume on "New Zealand" as being specially well informed and well written; and we would now place beside it Mr. Kennedy's volume on "Canada." That the story told is accurate in detail we have had in the main to take for granted; but, wherever we have been able to compare it with other accounts, we have found everything as it should be. One thing only gave us pause—the cannibalism of the North American Indians. Either we had never heard of it before, or we had completely forgotten it. That it was a task of no small difficulty to tell, within the narrow limits assigned, the rambling and somewhat disconnected story of the British colonies of North America, no one can for a moment doubt. But Mr. Kennedy has accomplished his task with marked success. While restricting himself scrupulously to matters of chief importance, and only allowing us here and there a picturesque detail, he has managed to weave for us a story which is not only coherent and instructive, but is also as interesting as many a romance.

(2) Mr. Worsfold has not been quite so successful with his "Story of South Africa." Partly, we think, because the story itself, in its earlier period, is not nearly so alluring. Boers never were interesting, even in their earliest days, and they get less and less so as the years leave them hopelessly behind in civilization and intellectual growth; while the latter part of the tale, though possessing more than one incident of heroic or dramatic character, is apt to vex one continually with its picture of incompetence in Cabinet and Colonial Office, and its reminder that it is not so long since politicians in England set but little store by colonies, and even less by the thoughts and feelings of colonists. Not that Mr. Worsfold dwells unduly on such matters. He touches on them as little and as lightly as possible, and always impartially. But it was not possible to leave unmentioned the injustice done to Sir George Grey and Sir Bartle Frere. Setting this aside, however, the "Story of South Africa" is an accurate and useful little book. It is not as good as that larger volume of Mr. Lucas's "Historical Geography of the British Colonies," which we noticed a little while ago, but it is good in its different and smaller way, and is carefully written. The series is well fitted to help on the good work of spreading a better elementary knowledge of our colonial Empire.

A First Sketch of English History. Part III., 1689-1805. By F. J. MATHEW, M.A., LL.B. (6¼ × 4¾ in., pp. vi., 199; price 2s. Macmillan.)

This is the concluding part of a capital little history which certainly deserves to be a success on its own lines. The matters chosen for special attention are rightly chosen, and are treated with just that fullness and in just that way which a "first sketch" demands. The only drawback is that all matters connected with social life and progress, with science, literature, and art, are rigidly excluded, whereas these are just the things which most delight young students, and create in them most interest. For adult students to specialize in this way is no doubt right enough; but the young require more than treaties and Acts of Parliament and principles of government if they are to be won over to the study of history. This said, we have nothing but praise for a carefully and ably written little book.

Letters on Early Education addressed to J. P. Greaves, Esq., by Pestalozzi. (6½ × 4½ in., pp. 180; price 4s. 6d. C. W. Bardeen, Syracuse, U.S.A.)

This is a reprint of the English edition (London, 1827) of the famous letters, written for Greaves in 1818, and translated for him by his German friend Dr. Worms. The letters in their original language have disappeared. Mr. Bardeen has done students good service in reprinting these admirable letters, the English edition of which has become exceedingly rare. (The writer of this notice picked up a copy eleven years ago for eightpence; so perhaps a few are still to be found.) But Mr. Bardeen might have added to the service he has rendered by giving us a brief account of that rather strange person Greaves. There are interesting accounts of him in Barnard's volume on Pestalozzi; in the *Dial* (Boston) for October, 1842, and January, 1843; and something would be learnt from Greaves's letters to A. B. Alcott. In the *Revue Pédagogique*, November 15, 1888, there is an interesting account of him by M. E. Martin, and another, more or less based on it, in the supplement to Part I. of the "Dictionnaire de Pédagogie." We add these details for the assistance of students. Greaves was four years with Pestalozzi, and his account of what he saw

is interesting and of some value. Of the "Letters" themselves there is no need to speak; they are already well known as giving one of the best brief expositions of Pestalozzi's views ever attempted—and this exposition is given by himself. That Dr. Worms paraphrased a little he tells us himself; but he submitted his work to one of Pestalozzi's most enlightened friends.

Stories from Dante. By NORLEY CHESTER. (7 × 5 in., pp. x., 227; price 3s. 6d., illustrated. Frederick Warne & Co.)

This is a pleasantly written book, well printed, and fairly well illustrated. As the preface tells us, it makes no attempt to give an exhaustive account of Dante's great poem. The aim is to set before the reader such incidents and scenes as can be presented in a form suitable and attractive to young people, interweaving with the account so much of the lives of Dante and his associates as seemed likely to add to the interest. The selection of incidents and scenes has certainly been well made, and the narrative is simply and smoothly written. Whether the book will prove attractive to children time will show; but we shall be rather surprised if it does attract them. In spite of all the care taken by the author, the "Inferno" must, in the main, be repulsive to the very young, and the "Purgatorio" and the "Paradiso" barely intelligible to them. But to children of somewhat larger growth we certainly can recommend the "Stories" as giving an excellent idea of the character and contents of the great poem; while the treatment of the spiritual truths symbolized will be found simple, unforced, and helpful. The "Stories" are well fitted to give the reader an appetite for the poem itself. By the way, on page 68 *Phlegethon* is twice spelt *Phlegythou*; but we have not noticed any other misprints.

"Whittaker's School Text-Books."—*A Short Geography.* By CHARLES BIRD. (Price 2s. 6d.)

A well printed and well bound book of some three hundred pages, and wonderfully cheap. Whether it is advisable to include universal geography in a single volume is doubtful. The first sixty pages are on general physiography; Europe takes the next sixty, leaving some one hundred and eighty for the rest of the world. To present the subject in such a form as will be both logical and interesting is the stated aim of the author, and, by "logical," he means the tracing of the connexion of cause and effect. Provided only that this interconnection is so presented as to be intelligible to the pupil, the more logical a geography is the more interesting it will prove. Mr. Bird possesses the first requisite for success—a plain and straightforward style; and he avoids the besetting sin of geographers—the cumulation of details, so that the pupil cannot see the wood for the trees. On the other hand, he seems to us to make no appeal to the imagination. We miss those graphic touches, those apt quotations from history and travel, that imprint themselves on a boy's memory, and form *points de repère* for future study. To take a single instance, we read that "the silk manufacture has not shifted much from its original seats. . . . Silk ribbons are made at Coventry"; and elsewhere it is mentioned incidentally that Coventry makes cycles. Few boys will remember beyond the lesson the six English silk centres, while the marvels of the cycling industry would keep them spell-bound. In the same way current events, the war between America and Spain, between Greece and Turkey, the Cretan rebellion, the Armenian atrocities, the North-West Frontier and the Soudan campaigns, the Chinese *imbroglio*, are ignored or passed over with a bare allusion. All these should be made points of departure from the known to the unknown. In the same way, a boy may remember that the Ainos are "an honest and simple, but extremely hairy people," because of the conscious or unconscious humour; but what is the good of telling a boy about the Korean language, or that in Corea "education is improving, but has not reached a very high level"? Tell him about their silent wives and their kicking ponies: he will be all ears.

English Prose for Junior and Senior Classes. Part I. By J. LOGIE ROBERTSON, M.A. (7½ × 5 in., pp. x., 290; price 2s. 6d. Blackwood & Sons.)

Mr. Robertson has done well to give us a companion work to his book of "English Verse for Junior Classes," published some two years ago. This "reading book," as he calls it, also is to be in two volumes, or parts—Part I., from Malory to Dr. Johnson; and Part II., devoted entirely to writers of the nineteenth century. The twenty-five passages from twenty writers in Part I. are well selected, and are given only such introductions and notes as are absolutely necessary to make the context intelligible. Nor is there any monotony in the character of the selections. They include almost every kind of prose writing—romance, essay, criticism, history, novels, biography, &c. We recommend the book heartily to all who wish to give young readers a first taste of classical English prose, rather than to set them to learn up snippets of facts from some primer of literature.

MATHEMATICAL BOOKS.

Commercial Arithmetic. By C. PENDLEBURY, M.A., and W. S. BEARD. (7½ × 4¼ in., pp. 250; price 2s. 6d. G. Bell & Sons.)

We trust that this book will be widely used in schools in which it is necessary to pay chief attention to the commercial applications of arithmetic. It is based on Mr. Pendlebury's "Arithmetic for Schools,"

and on the scheme suggested by the Education Department for pupils in evening continuation classes. On the assumption that a good grounding has already been obtained by the student, much of the earlier bookwork is left out, and the rest is rearranged. For instance, decimals immediately follow the four simple rules, while vulgar fractions are omitted altogether, and the theory of recurring decimals, which is sometimes explained at almost needless length, is reduced to less than a page. At the same time, wherever abbreviated methods can be used with advantage, they are fully dealt with, and it is satisfactory to find that there is none of the usual looseness in the treatment of the contracted methods of multiplication and division of decimals, and of square root. The commercial applications of the different subjects included are, of course, explained at great length. A section of fifteen pages on mensuration is followed by one of five pages on duodecimals, and this by another of eight pages on builders' quantities and estimates. The chapters on stocks and foreign bills of exchange are especially full and valuable. The type-examples are good; the working is logical, and old-fashioned dodges are discarded.

Longmans' Preparatory Arithmetic. By T. H. BERTENSIAW, B.A., B.Mus. (7½ × 5 in., pp. 168; price 1s. Longmans.)

The course adopted includes the ordinary simple and compound rules, bills, averages, powers and prime factors, G.C.M. and L.C.M., vulgar and decimal fractions, unitary method, division of quantities into unequal shares, percentages, simple interest, and practice. This could with difficulty be improved, unless recurring decimals were to give place to easy square root and mensuration. The explanations are always clear. A special feature is the very large number of oral examples—nearly two thousand—the value of which can hardly be over-estimated.

The School and College Arithmetic. By Dr. R. WORMELL, M.A. New Edition. (7 × 4½ in., pp. 296 + 78; price 3s. T. Murby.)

On the title-page this is said to be a "new edition, thoroughly revised, corrected, and enlarged"; but, as it is not dated, and appears with a publisher's preface, it is probably issued without the author's aid. The book is not without merit; but it requires a great deal of revision and enlargement before it can be regarded as suitable for use at the present day.

Exercises on the First Book of Euclid. By W. WEEKS. (6 × 4 in., pp. 60. Macmillan.)

This little book is a reprint, with additions, of the first forty pages of the author's "Exercises in Euclid." It contains a series of deductions on the definitions, axioms, &c., and on every proposition in the First Book, followed by sets on loci and on Props. 1-12, 1-26, 1-34, and 1-48. The exercises are carefully graduated. They are more numerous than those given in most editions of Euclid, and in every way form a valuable collection.

A New Sequel to Euclid. Part I. By W. J. DILLWORTH, M.A. (7½ × 5 in., pp. 79; price 1s. Blackie & Son.)

The first part of what promises to be a useful text-book contains a good selection of the more important additions, theorems, and problems on the first three books of Euclid, each followed by exercises for solution by the student, and the whole by a miscellaneous set of riders. A chapter on the Second Book of Euclid gives proofs of Props. 2-10, depending on preceding theorems. Those of Props. 6 and 7 might, however, be simplified. The greater part of the book is to be found in good recent editions of Euclid, but its isolated form allows a more orderly classification of the contents—a plan that will be appreciated by those teachers who agree with the author in deferring the study of additional propositions until after the first three books are learnt.

Mathematical Examination Papers for use in Navy Classes in Schools.

By the Rev. J. L. ROBINSON, M.A. (7½ × 5 in., pp. 141; price 2s. 6d. Kivingtons.)

These consist for the most part of the mathematical papers set for admission of naval cadets to the Royal Navy. The author has added several papers on the same lines, but of perhaps greater difficulty, and also a classified series of geometrical riders. The papers are on arithmetic, algebra, geometry, mathematics (including trigonometry and more advanced parts of the preceding subjects), and mechanics. Some of the questions differ from the ordinary types, and will be useful to other teachers besides those who have charge of Navy classes.

(1) *Five-Place Logarithmic and Trigonometric Tables.* Arranged by J. W. NICHOLSON, A.M., LL.D. (2) *Elements of Plane and Spherical Trigonometry.* By J. W. NICHOLSON, A.M., LL.D. (8¼ × 5½ in., pp. 61 + 101; price 6s. Macmillan.)

The above works are published in a single volume, on which the title of the first only appears. The tables are admirably printed, and are preceded by instructions for their use, and a brief outline of the theory of logarithms. For finding the characteristic of the logarithm of a number less than unity, the rule is given in the following form:—"Subtract the number of ciphers between the decimal point and the first significant figure from 9, writing -10 after the mantissa." Thus, Dr. Nicholson would write $\log .000431 = 6.63448 - 10$, instead of 4.63448 , and he remarks that the latter "form of expression is not so convenient in practice, and is becoming obsolete"—statements which, we believe, are not quite correct. In the second work the author

confines himself to the leading principles of trigonometry, those on which the practical applications of the subject mainly depend. He introduces three new terms, "opposite, adjacent, and like functions," and describes the "trigonometric circle," a mechanical device (which appears to us of doubtful value) by which the elementary formulæ "may be readily produced and easily memorized." We have not noticed any prominent feature by which this book may be distinguished from its predecessors.

The Mechanics of Pumping Machinery. By Dr. J. WEISBACH and Professor G. HERRMANN. Translated from the second German edition by K. P. DAHLSTROM, M.E. (Macmillan.)

This is not a book that will appeal to many of our readers, and a brief outline of its contents will, therefore, be sufficient. The early forms of elevators are first described, and then come chapters on the elementary action, the theory, and types of reciprocating pumps, on rotary pumps, and on additional water-raising machines; the instruments included under the last heading being the hydraulic ram, ejectors and injectors, spiral pumps, siphons, &c. As a type, we may refer to the section on fire-engines. Accounts are given of the different forms employed, and these are followed by calculations on the velocity of efflux for a desired height of the stream of water, the pressure which must be exerted on the water by the plunger in its descent, the quantity of water thrown per second, &c.

Woolwich Mathematical Papers, 1888-1897. Edited by E. J. BROOKSMITH, B.A., LL.M. (Macmillan.)

This new edition is of about the same length as its predecessor, the later papers from 1891-97 being added, and the earlier ones from 1880-87 being omitted. The editor's part consists, as before, in supplying the answers. Many teachers will find the collection useful as a storehouse of examples and easy problems.

PRIZE COMPETITIONS.

HOLIDAY PRIZE COMPETITION AWARDS.

1. For Reviews—"Biddles," "Kew," "Glaucou," £1. 1s.; "Tsch," copy of "Essays and Mock Essays."
2. For a Cento Sonnet—"Celarent," £1. 1s.; "Marl," "C. E. M.," "Beauty and the Beast," 10s. 6d.; "A. C. L.," "Queen Wilhelmina," "Poeta," copies of "Essays and Mock Essays."
3. Shakespeare Anagrams—"Lierre," "W. W. W.," "Wanderer," "Sea-fog," "Silly Suffolk," copies of "Essays and Mock Essays."

We hope to publish in part "Biddles" notice of Aicard's "L'Amé d'un Enfant," "Kew's" notice of Père Didon's "L'Education Pré-sente," and "Glaucou's" notice of Thamin's "Education et Positivisme."

Subjoined is an assortment of Shakespearean anagrams:—

Cleopatra—Act, O Pearl!
Desdemona—O man's deed!—O me! sad end!
Hamlet, Prince of Denmark—For me dark, inclement hap.
Cardinal Wolsey—Slowly I can dare.—In a worldly case.
Hermione—Oh, ermine!
Regan—Anger.
Goneril—Long ire.
Cordelia—Lo! I cared.
Sir John Falstaff—I half fast for sin.
Henry Bolingbroke—No kingly robber he.
Mark Anthony—Any rank moth.
Earl of Richmond—Fie, Lord Monarch.
Lady Macbeth—By death calm.
Touchstone—Cutest? Oh, no.

CENTO SONNETS.—By "CELARENT."

A VISION.

1. I saw a gradual vision through my tears;
2. It came again with a great wakening light;
3. I felt her presence by its spell of might,
4. One that I fostered in my early years,
5. Remaining utterly confused with fears.
6. Her face was veiled, yet to my fancied sight
7. From her fair head the fillet she undight.
8. (How could you ever prick those perfect ears?)
9. Then felt I like some watcher of the skies—
10. "O leave me not in this eternal woe!"
11. Then flashed the living lightning from her eyes—
12. "I have more care to stay than will to go."
13. She spake and on her face let fall her veil
14. To point a moral, or adorn a tale.

(Continued on page 592.)

BLACKWOODS' NEW EDUCATIONAL BOOKS.

BLACKWOODS' SCHOOL SHAKESPEARE.

EDITED BY R. BRIMLEY JOHNSON.

Each Play complete, with Introduction, Notes, and Glossary. In crown 8vo volumes, price 1s. 6d.

THE MERCHANT OF VENICE. [Ready.
 RICHARD II. [Ready.
 JULIUS CÆSAR. [In the press.

* * Others in preparation.

HIGHER LATIN UNSEENS. Selected, with Introductory Hints on Translation, by H. W. AUDEN, M.A., Assistant-Master at Fettes College, Edinburgh. 2s. 6d.

HIGHER LATIN PROSE. With an Introduction by H. W. AUDEN. 2s. 6d.

HIGHER GREEK UNSEENS. Selected, with Introductory Hints on Translation, by H. W. AUDEN. 2s. 6d.

LOWER LATIN UNSEENS. Selected, with Introduction, by W. LOBBAN, M.A., Classical Master, Girls' High School, Glasgow. [In the press.

GREEK TEST PAPERS. By JAMES MOIR, Litt. D., I.L.D., Co-rector of Aberdeen Grammar School. [In the press.

* * A Key to the above will be available for Teachers only.

LOWER GERMAN. Reading, Supplementary Grammar with Exercises, and Material for Composition. By LOUIS LUBOVITZ, German Master in the Secondary Schools of the Govan Board School, Glasgow. 2s. 6d.

PROGRESSIVE GERMAN COMPOSITION. With Copious Notes and Idioms, and First Introduction to German Philology. By LOUIS LUBOVITZ. 3s. 6d. [Ready October 4th.
 "Progressive German Composition" will be issued separately. Price 2s. 6d.

* * A Key may be had on application to the Publishers. Price 5s. net.

LATIN VERSE UNSEENS. By G. MIDDLETON, M.A., Lecturer in Latin, Aberdeen University, late Scholar of Emmanuel College, Cambridge. Crown 8vo, 1s. 6d.

LATIN HISTORICAL UNSEENS. For Army Classes. By L. C. VAUGHAN WILKES, M.A., late Classical Scholar of Hertford College, Oxford. Crown 8vo, 2s.

GREEK VERSE UNSEENS. By T. R. MILLS, M.A., late Lecturer in Greek, Aberdeen University, formerly Scholar of Wadham College, Oxford. Crown 8vo, 1s. 6d.

MODERN GEOMETRY OF THE POINT, STRAIGHT LINE, AND CIRCLE. An Elementary Treatise. By J. A. THIRD, M.A., Headmaster, Spier's School, Beith. 3s.

HISTORY OF ENGLISH LITERATURE. By J. LOGIE ROBERTSON, M.A., Senior English Master, Edinburgh Ladies' College. Second Edition. Crown 8vo, 3s.

OUTLINES OF ENGLISH LITERATURE. For Young Scholars, with Illustrative Specimens. By J. LOGIE ROBERTSON. Crown 8vo, 1s. 6d.

ENGLISH VERSE FOR JUNIOR CLASSES. By J. LOGIE ROBERTSON. In Two Parts. Part I.—CHAUCER TO COLERIDGE. Part II.—NINETEENTH-CENTURY POETS. Crown 8vo, 1s. 6d. net each.

ENGLISH PROSE FOR JUNIOR AND SENIOR CLASSES. By J. LOGIE ROBERTSON. Part I.—MALORY TO JOHNSON. Crown 8vo, 2s. 6d.

PARAPHRASING, ANALYSIS, AND CORRECTION OF SENTENCES. By D. M. J. JAMES, M.A., Gordon Schools, Huntly. Crown 8vo, 1s.

INTERMEDIATE TEXT-BOOK OF GEOLOGY. By Prof. CHARLES LAPWORTH, LL.D., F.R.S., &c., Mason Science College, Birmingham. Founded on Dr. PAGE'S "Introductory Book of Geology." With Illustrations. In 1 Vol. Crown 8vo. [Immediately.

STORMONTH'S HANDY SCHOOL DICTIONARY. New Edition. Thoroughly Revised. By WILLIAM BAYNE. [Immediately.

THE ELEMENTS OF PHYSICAL EDUCATION. A Teacher's Manual. By DAVID LENNOX, M.D., late R.N., Medical Director of Dundee Public Gymnasium, and ALEXANDER STURROCK, Superintendent of Dundee Public Gymnasium, Instructor to the University of St. Andrews and Dundee High School. With original Musical Accompaniments to the Drill, by HARRY EVERITT LOSEBY. With 130 Illustrations. Crown 8vo, 4s.

Complete Catalogue will be forwarded post free on application.

WILLIAM BLACKWOOD & SONS, EDINBURGH AND LONDON.

MACMILLAN & CO.'S NEW BOOKS.

CLASSICS.

GRAMMAR OF NEW TESTAMENT GREEK. By FRIEDRICH BLASS, Dr. Phil., D.Th., Hon. L.L.D., Dublin, Professor of Classical Philology in the University of Halle-Wittenberg. Translated by HENRY ST. JOHN THACKERAY, M.A. Demy 8vo, 14s. net.

COMPLETION OF THE SCHOOL EDITION OF
HOMER.—ILIAD. Edited by W. LEAF, Litt.D., and Rev. M. A. BAYFIELD, M.A. Books XIII. to XXIV. 6s.

Already published. Books I. to XII. 6s.

Spectator.—"This is an edition which can scarcely fail to make its way. We do not know of any that, for compactness, general utility, and inclusion of the latest results of criticism, can be compared to it."

THE PROMETHEUS VINCTUS OF AESCHYLUS. With Introduction and Critical and Explanatory Notes, by E. F. SIKES, M.A., Fellow and Classical Lecturer of St. John's College, Cambridge, and ST. J. B. WYNN WILLSON, M.A., late Scholar of St. John's College, Cambridge. Fcap. 8vo, 2s. 6d.

Guardian.—"A work of sound and accurate scholarship. . . The notes, both long and short, are lucid and intelligible."

MATHEMATICS AND SCIENCE.

LECTURES ON THE GEOMETRY OF POSITION. By THEODOR REYE, Professor of Mathematics in the University of Strassburg. Translated and Edited by THOMAS F. HOLGATE, M.A., Ph.D., Professor of Applied Mathematics in North-Western University. Part I. 8vo, 10s. net.

Saturday Review.—"It is well known all over the Continent as an admirable introduction to the study of pure geometry, and it is a matter for surprise that no translation of so important a work has hitherto appeared in English. Professor Holgate has performed his work as translator admirably, and we recommend the book to students who have already mastered the elements of analytical geometry."

INFINITESIMAL ANALYSIS. By WILLIAM BENJAMIN SMITH, Professor of Mathematics in Tulane University. Vol. I.—Elementary: Real Variables. Demy 8vo, 14s. net.

ADVANCED EXAMINATION PAPERS IN BOOK-KEEPING. Including recent Papers of the Oxford and Cambridge Local Examinations, College of Preceptors, Society of Arts, &c. With Notes by J. THORNTON, Examiner in Book-keeping to the Central Welsh Board. 8vo, sewed, 1s.

KEY TO THORNTON'S ADVANCED EXAMINATION PAPERS IN BOOK-KEEPING. 8vo, sewed, 2s. 6d.

Accountants' Magazine.—"Students should be indebted to Mr. Thornton for this publication, which should prove useful."

KEY TO ALGEBRA FOR BEGINNERS. By the late I. TODHUNTER, D.Sc., and S. L. LONEY, M.A. Globe 8vo, 8s. 6d. net.

EXERCISES ON THE FIRST BOOK OF EUCLID. By WILLIAM WEEKS, Lecturer on Geometry, St. Luke's Training College, Exeter. Globe 8vo, 1s.

Scotsman.—"Teachers of geometry will find it a useful supplement to the ordinary text-books."

AN ELEMENTARY COURSE OF PHYSICS. Edited by Rev. J. C. P. ALDOUS, M.A., Chief Instructor, H.M.S. "Britannia," late Fellow of Jesus College, Cambridge. Demy 8vo, 7s. 6d.

ALSO IN THREE PARTS:—

PART I.—Mechanics; Properties of Matter; Hydrostatics; Heat. By the Editor. 4s. 6d.

PART II.—Wave-Motion; Sound; Light. By W. D. EGGAR, M.A., Assistant-Master, Eton College. 2s. 6d.

PART III.—Magnetism; Electricity. By F. R. BARRELL, M.A., B.Sc., &c. 2s. 6d.

Nature.—"The treatment of the various subjects is most lucid and thorough, and is evidently based on an intimate acquaintance with the requirements of students. Great pains have been taken to avoid looseness of statement; and the fact that some of the sections have had the advantage of the criticisms and suggestions of Lord Kelvin, Lord Rayleigh, and others, makes it a trustworthy book of reference. . . We believe it is destined to take a high place in our schools and colleges."

GEOLOGY FOR BEGINNERS. By W. W. WATTS, M.A., F.G.S., formerly Lecturer to the Cambridge University Extension, and Member of Her Majesty's Geological Survey, and now Assistant-Professor of Geology at the Mason University College, Birmingham. With 310 Illustrations. Globe 8vo, 2s. 6d.

Guardian.—"Since geology has begun to take its place in school curricula, a work has been needed adapted to junior classes, and one which lends itself to 'getting up' for examinations. The book before us seems well designed to supply this need. . . Abundant illustrations and a copious index add to the value of a book which is evidently the work of one who knows the ground."

THE LIVING ORGANISM. An Introduction to the Problems of Biology. By ALFRED EARL, M.A., late Scholar of Christ's College, Cambridge; of the Inner Temple, Barrister-at-Law. Crown 8vo, 6s.

UNIVERSITY OF LONDON, 1899.

MATRICULATION (JANUARY, 1899).

OVID.—METAMORPHOSES. XIII. and XIV. Edited by C. SIMMONS, M.A. 3s. 6d.

XENOPHON.—ANABASIS. Book IV. With Notes and Vocabulary. By Rev. E. D. STONE, M.A. 1s. 6d.

ELEMENTARY GENERAL SCIENCE. By A. T. SIMMONS, B.Sc., and L. M. JONES, B.Sc. 3s. 6d.

ENGLISH GRAMMAR, PAST AND PRESENT. By J. C. NESFIELD, M.A. 4s. 6d.

MATRICULATION (JUNE, 1899).

CICERO.—FIRST CATILINE ORATION. With Notes and Vocabulary. By Rev. G. H. NALL, M.A. 1s. 6d.

CICERO.—CATILINE ORATIONS. Edited by A. S. WILKINS. 2s. 6d.

HOMER.—ILIAD XXIV. With Notes and Vocabulary. By W. LEAF, Litt.D., and Rev. M. A. BAYFIELD, M.A. 1s. 6d.

ELEMENTARY GENERAL SCIENCE. By A. T. SIMMONS, B.Sc., (London), Associate of the Royal College of Science, London, Author of "Physiography for Beginners," &c., and LIONEL M. JONES, B.Sc. (London), Associate of the Royal College of Science, London, Science Master of St. Dunstan's College, Catford, S.E. Globe 8vo, 3s. 6d.

Educational News.—"This is an ideal manual for class use, and to teachers and pupils preparing for examinations it is simply invaluable."

ENGLISH GRAMMAR, PAST AND PRESENT. In Three Parts. Part I.—Modern English Grammar. II.—Idiom and Construction. III.—Historical English: Word-Building and Derivation. With Appendices on Prosody, Synonyms, and other outlying subjects. By J. C. NESFIELD, M.A. Globe 8vo, 4s. 6d.

Educational News.—"Within its limits (470 pages) we know of no English Grammar—although we have some on our shelves exceeding 1,000 pages—so complete, so clear, and so unexceptionable as this."

INTERMEDIATE (1899).

VIRGIL.—ÆNEID. With Notes and Vocabulary. **Book IX.** By Rev. H. M. STEPHENSON, M.A. 1s. 6d. **Book X.** By S. G. OWEN, M.A. 1s. 6d.

EURIPIDES.—HIPPOLYTUS. Edited by Rev. J. P. MAHAFFY, D.D., and J. B. BURY, M.A. 2s. 6d.

PLATO.—LACHES. Edited by M. T. TATHAM, M.A. 2s. 6d.

SHAKESPEARE.—CORIOLANUS. With Introduction and Notes. By K. DEIGHTON. 2s. 6d.; sewed, 2s.

MILTON.—POETICAL WORKS. Edited by DAVID MASSON. 3s. 6d.

LAMB.—THE ESSAYS OF ELIA. First Series. With Introduction and Notes. By N. L. HALLWARD, M.A., and S. C. HILL, B.A. 3s.; sewed, 2s. 6d.

MASSON.—LIFE OF MILTON. Vol. VI., pp. 1-161, 222-272, 561-605. 7s. 6d. net. (Specially printed for this Examination.)

B.A. (1899).

PLAUTUS.—CAPTIVI. Edited by A. R. S. HALLIDIE, M.A. 3s. 6d.

TACITUS.—HISTORIES. Books I. and II. Edited by A. D. GODLEY, M.A. 3s. 6d.

POPE.—ESSAY ON MAN. Epistles I.-IV. With Introduction and Notes. By Prof. E. E. MORRIS. 1s. 3d.; sewed, 1s.

SWIFT.—GULLIVER'S TRAVELS. With Preface by Sir H. CRAIK, K.C.B. 6s.

SCHILLER.—MARIA STUART. Edited by C. SHEDDEN, Litt.D. 2s. 6d.

SCHILLER.—WILHELM TELL. Edited by G. E. FASNACHT. 2s. 6d.

SCHILLER.—WALLENSTEIN, DAS LAGER. Edited by H. B. COTTERILL, M.A. 2s.

RICHELIEU. By RICHARD LODGE, M.A. 2s. 6d.

JUST PUBLISHED.

MANUAL TRAINING: WOODWORK. A Handbook for Teachers. With an Appendix on Modelling in Cardboard as an Introduction to Woodwork. By GEORGE RIECK, B.Sc. Lond., Inspector of Schools, School Board for London; Examiner for Teachers' Certificates in "Manual Training" (Woodwork) to the City and Guilds of London Institute. With 275 Illustrations. Crown 4to, 7s. 6d.

Educational Times.—"The book is specially calculated for the use of teachers. With its assistance, any intelligent and practical man should be able to carry a class of boys successfully through the three stages."

SECOND EDITION, WITH NEW CHAPTER ON CHRISTIAN ETHIC.
RELIGIOUS TEACHING IN SECONDARY SCHOOLS. Suggestions to Teachers and Parents for Lessons on the Old and New Testaments, Early Church History, Christian Evidences, &c. By the Rev. GEORGE C. BELL, M.A., Master of Marlborough College. Globe 8vo, 3s. 6d.

Church Quarterly Review.—"We welcome the appearance of this excellent little book. It is an attempt by a well known and successful headmaster to raise the standard of religious teaching in secondary schools. Such an attempt is sorely needed."

PRIMER OF PSYCHOLOGY. By EDWARD BRADFORD TITCHENER. Crown 8vo, 4s. 6d.

University Correspondent.—"The whole book is admirably conceived and executed. . . We know of no better first book in psychology than this Primer."

1. E. B. Browning, "Love—a Sonnet."
2. Leigh Hunt, "Abou Ben Adhem and the Angel."
3. Longfellow, "Hymn to the Night."
4. Keats, "To My Brother George."
5. Tennyson, "The Palace of Art."
6. Milton, "On His Deceased Wife."
7. Spenser, "The Faery Queene" (Book I., Canto III.).
8. Robert Browning, "Andrea del Sarto."
9. Keats, "On First Looking into Chapman's 'Homer.'"
10. Keats, "The Eve of St. Agnes."
11. Pope, "The Rape of the Lock."
12. Shakespeare, "Romeo and Juliet" (Act III., Scene v.).
13. Matthew Arnold, "Balder Dead" (Part III.).
14. Samuel Johnson, "Vanity of Human Wishes."

Several readers asked us to define a "Cento Sonnet." We cannot do better than quote Webster:—"Cento, a literary composition formed by selections from various authors, arranged in a different order."

A Prize of Two Guineas is offered for the best translation of the following passage from Lamartine's "Les Contemporains" (Lamartine):—

Certes, Chénedollé, ce timide et cet incomplet, d'ailleurs si intéressant, et Fontanes lui-même, ce beau fonctionnaire, avaient eu, en réaction contre l'âge précédent, leurs minutes d'inquiétude religieuse, et aussi leurs attendrissements sous la lune ou devant le soleil couchant; une grâce assouplissait ça et là leurs vers habiles et prudents, et tous deux avaient ce mérite d'être des façons de poètes raciniens. Mais, ici, il y a la source et le flot, l'harmonie large et continue, une spontanéité, une facilité divine, et une beauté simple d'images—ce "Sentier des Tombeaux," ce "Voyageur assis aux Portes de la Ville,"—images grandes, non détaillées, non situées dans le temps, et qui font songer aux fresques d'un Puvis de Chavannes. Et nous verrons ce qui s'y joint plus tard, quelle hardiesse et quelle franchise imperturbable d'expression, quelle énergie sereine et non tendue, et souvent, si l'on peut dire, quel mauvais goût splendide—et toujours aisé; car, en dépit des lambeaux de phraseologie classique qu'il laisse parfois négligemment flotter sur les nappes étalées de son verbe, Lamartine est, à coup sûr, le plus libre, le plus aventureux, le moins scolaire et le moins académique des grands écrivains. . . .

Il est, dans son fonds et dans son tréfonds, le poète religieux; autrement dit le Poète, puisque la poésie, reliant le visible à l'invisible et la fantasmagorie du monde au rêve de Dieu, est religion dans son essence. Il se connaissait bien. "J'ai usé," dit-il dans "Le Tailleur de Saint-Point," "mes yeux et ma langue à lire, à écrire et à parier de Dieu dans toutes les foies et dans toutes les langues." Et c'est pourquoi—attendu qu'en outre il fut, avec une évidence fulgurante, un homme de génie—je ne dis pas qu'il soit (car on n'est jamais sûr de ces choses-là), mais que je le sens (à l'heure qu'il est), le plus grand des poètes.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by October 16th, addressed "Prize Editor," JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

MARIA GREY TRAINING COLLEGE.

OPENING OF THE WINKWORTH HALL OF RESIDENCE IN TEMPORARY PREMISES.

FOR a considerable period the Council of the Maria Grey Training College have held the opinion that its usefulness was hampered by lack of suitable residence for students coming from a distance. A number of these are under twenty-one, and, naturally, parents regard life in lodgings as not the most desirable existence possible. A member of the Council, Mrs. Stephen Winkworth, has generously stepped forward to make the necessary provision; and on September 14, the opening day of the present term, a number of students were able to take advantage of a new arrangement, and to enter a temporary hall.

Meantime, plans for the permanent hall are prepared, and within the next few weeks building operations will be begun. A plot of ground has been secured opposite the north side of the College. The Hall of Residence will be opened in September, 1899. For temporary purposes a suitable house very near the College has been taken. Almost immediately it was filled, the applications being more numerous than the number it can accommodate. Mrs. Winkworth has therefore

(Continued on page 594.)

PUBLISHED BY BLACKIE & SON.

POYNTER'S SOUTH KENSINGTON DRAWING-BOOKS.

Produced under the direct Superintendence of Sir E. J. POYNTER, P.R.A., and sanctioned by the Committee of Council on Education. With Instructions and fine Cartridge Paper for Drawing on.

Freehand for Children	4 Books, 4d. each.
Freehand, Elementary Design	2 Books, 4d. each.
Freehand, First Grade, Ornament	6 Books, 4d. each.
Freehand, First Grade, Plants	6 Books, 6d. each.
Freehand, Second Grade	4 Books, 1s. each.

. The Freehand Copies are also published on Cards.

VERE FOSTER'S DRAWING-BOOKS.

Approved by the Science and Art Department.

With Instructions and Paper for Drawing on.

In 72 Numbers, at 2d. each.

Freehand Series , 20 Numbers.	Geometrical Series , 6 Numbers.
Landscape , 12 Numbers.	Perspective , 4 Numbers.
Animals , 12 Numbers.	Model Drawing , 4 Numbers.
Human Figure , 4 Numbers.	Shading , 4 Numbers.
Mechanical , 4 Numbers.	Architectural , 2 Numbers.

Blank Exercise Book—40 Pages of Drawing Paper.

. Published also in 18 Parts, at 9d. each.

VERE FOSTER'S WATER-COLOUR SERIES.

A Series of Practical Guides to the Study of Water-Colour Painting, from the most Elementary Stage to the more Advanced, consisting of Fac-similes of Original Water-Colour Drawings, with numerous Pencil Illustrations, and full Instructions for Drawing and Painting.

"We can strongly recommend the series to young students."—*The Times*.

Landscape Painting for Beginners—First Stage. In Three Parts, 6d. each; or One Volume, 2s. 6d.	British Landscape and Coast Scenery. In Four Parts, 9d. each; or One Volume, 4s.
Landscape Painting for Beginners—Second Stage. In Four Parts, 6d. each; or One Volume, 3s.	Advanced Studies in Marine Painting. In Four Parts, 9d. each; or One Volume, 4s.
Animal Painting for Beginners. In Four Parts, 6d. each; or One Volume, 3s.	Advanced Studies in Flower Painting. In Six Parts, 9d. each; or One Volume, 6s.
Flower Painting for Beginners. In Four Parts, 6d. each; or One Volume, 3s.	Animal Painting in England. Advanced Studies after Landseer, &c. In Four Parts, 1s. each; or One Volume, 6s.
Simple Lessons in Flower Painting. In Four Parts, 6d. each; or One Volume, 3s.	Children's Portraiture in England. Studies after Reynolds, &c. In Four Parts, 1s. each; or One Volume, 6s.
Simple Lessons in Marine Painting. In Four Parts, 6d. each; or One Volume, 3s.	Sketches in Water-Colours. In Four Parts, 1s. each; or One Volume, 5s.
Simple Lessons in Landscape Painting. In Four Parts, 6d. each; or One Volume, 3s.	Illuminating. In Four Parts, 9d. each; or One Volume, 4s.
Studies of Trees. In Eight Parts, 9d. each; also in Volumes—First Series, 4s.; Second Series, 4s.	

VERE FOSTER'S WRITING COPY-BOOKS.

The principle upon which Mr. Foster's system of writing is based is that children should from the very first be taught a *current hand*. Experience has abundantly proven that pupils using his copies soon become fluent penmen, and acquire a clear and distinct formed hand of writing that does not need to be unlearned when they enter business or professional life.

Original Series, in Seventeen Numbers, price 2d. each.

Palmerston Series, in Eleven Numbers, on fine paper ruled in blue and red, price 3d. each.

Bold Writing, or Civil Service Series, in Twenty-five Numbers, price 2d. each.

Upright Series, in Twelve Numbers, price 2d. each.

. Detailed Lists post free on application.

LONDON: BLACKIE & SON, LIMITED, 50 OLD BAILEY.

CLARENDON PRESS, OXFORD.

Just published, crown 8vo, cloth, 8s. 6d.

LEIBNIZ.—THE MONADOLOGY, and other Philosophical Writings. Translated, with Introduction and Notes, by ROBERT LATTA, M.A., D.Phil., Lecturer in Logic and Metaphysics at the University of St. Andrews.

Now ready, demy 8vo, cloth, 21s.

GESENIUS' HEBREW GRAMMAR, as Edited and Enlarged by E. KAUTZSCH, Professor of Theology in the University of Halle. Translated from the Twenty-fifth German Edition, by the late Rev. G. W. COLLINS, M.A. The Translation Revised and Adjusted to the Twenty-sixth Edition, by A. E. COWLEY, M.A.

Just published, extra fcap. 8vo, cloth, 6s.

THE PARALLEL PSALTER. Being the Prayer Book Version of the Psalms, and a New Version arranged on Parallel Pages. With a Critical Introduction and Glossaries. By the Rev. S. R. DRIVER, D.D., Litt.D., Regius Professor of Hebrew, and Canon of Christ Church, Oxford.

TIMES.—"This attractive little book is a useful adjunct to the scholar's desk and a valuable commentary upon the meaning of many familiar passages. The version is scholarly; it is good English; and Dr. Driver's name is a guarantee for its fidelity to the Hebrew original."

Demy 8vo, cloth, 6s. 6d.

CORNELII TACITI VITA AGRICOLAE. Edited, with Introduction, Notes, and Map, by HENRY FURNEAUX, M.A., formerly Fellow and Tutor of Corpus Christi College, Oxford.

MORNING POST.—"It is far and away the most complete and scholarly edition in our language, and is not surpassed by any Continental edition. . . The Introduction is one of exceptional value."

Now ready, crown 8vo, buckram back, 3s. 6d.

MUSA CLAUDA. Translation into Latin Elegiac Verse. By S. G. OWEN and J. S. PHILLIMORE, Students of Christ Church.

Immediately, demy 8vo, cloth, 21s.

P. OVIDII NASONIS HEROIDES. With the Greek Translation of Planudes. Edited by the late ARTHUR PALMER, Litt.D.

Immediately, Part II., SYNTAX. Crown 8vo, cloth, 3s. 6d.

A NEW ENGLISH GRAMMAR: Logical and Historical. By HENRY SWEET, M.A.

THE SPECIAL SUBJECT IN HISTORY FOR 1899 (LONDON UNIVERSITY).

SELECT STATUTES AND OTHER CONSTITUTIONAL DOCUMENTS, Illustrative of the Reigns of Elizabeth and James I. Edited by G. W. PROTHERO, M.A. Crown 8vo, 10s. 6d.

ATHENÆUM.—"This volume supplies a want which must have long been felt by all historical students, by giving us in a concise form the most important documentary materials for a critical period in our national annals."

Now ready, FIFTH EDITION, greatly Enlarged, crown 8vo, 10s. 6d.

SHORT HISTORY OF FRENCH LITERATURE. By GEORGE SAINTSBURY, M.A.

THIRD EDITION. In 3 vols, crown 8vo, 10s. 6d. each.

A HISTORY OF FRANCE. With numerous Maps, Plans, and Tables. By G. W. KITCHIN, D.D.

UNIVERSITY CORRESPONDENT.—"Worthy of being our only middle-English history of France."

Just published, crown 8vo, with 38 full-page Illustrations, cloth, 4s. 6d.

ELEMENTARY ARCHITECTURE for SCHOOLS, ART STUDENTS, AND GENERAL READERS. By MARTIN A. BUCKMASTER, Art Master at Tonbridge School.

EDUCATIONAL TIMES.—"A very clear and compact volume. It is an admirable introduction to the study of architecture, and we hope, for more reasons than one, that this book will attract the attention of schoolmasters, and be extensively used as a practical and historical manual."

8vo, buckram, 16s. net.

A HANDBOOK of ANATOMY for ART STUDENTS. With many Illustrations. By Prof. ARTHUR THOMSON, M.A.

TIMES.—"The system of illustration is new, and ought to be successful. . . and in every way the book appears to be practical and likely to prove useful for its purpose."

HENRY FROWDE, OXFORD UNIVERSITY PRESS WAREHOUSE, LONDON, EDINBURGH, GLASGOW, BELFAST, AND NEW YORK.

BISMARCK'S FIRST SCHOOL.

IN his sixth year, Otto Eduard Leopold von Bismarck was sent by his parents, who lived then on their Pomeranian estate of Kniphof, to a school in Berlin, where his brother Bernhard was already a pupil. The mother, motherlike, had begun to plan careers for her boys: Bernhard was to become a Landrath, Otto a great diplomatist. They must, therefore, set to work early with their books. Nor would any local school serve her purpose; they should go to Berlin, for at Berlin was Plamann's famous institute. The decision was wise; Bernhard in due time came to be Landrath of the Naugard circuit, and Otto's diplomatic labours built up an empire. There are those who have attributed Sadowa and Gravelotte to Pestalozzi; they may consider Plamann, if they choose, to be one of the founders of modern Germany. No such claim will be advanced here. It may, however, be worth while just now to sketch the scene where a true empire-maker passed his childish years, and to revive for a moment the memory of his first teachers.

Born at Repzin, in the New Mark of Brandenburg, on June 22, 1771, Johann Ernst Plamann went through the usual school and University course, his way being by the Joachimsthal Gymnasium and Halle, without gaining any great distinction. Like many who end in a class-room, he began by aiming at a pulpit; for at Halle he studied theology. At the age of twenty-six he is found at Berlin, teaching in private schools, reading the Greek and Latin classics, and writing essays (unpublished) on the coquetry of woman. Probably it was growing interest in education that enabled him to dismiss the subject-matter of the essays from his mind. That interest received a new impulse when he made the acquaintance of the poet Tiedge, who advised him to read the works of Pestalozzi. The advice was taken, and Plamann was so deeply impressed by what he read that he resolved to visit the Swiss reformer, in order, under his guidance, to free himself, says a writer, from the old, brain-numbing routine (*von dem geisttödtenden Schlandrian*). In May, 1803, he set out for Switzerland with borrowed money, and was received by Pestalozzi on his arrival with the utmost cordiality. The two men became friends, and it is related that Pestalozzi would gladly have kept Plamann, his young and eager disciple, as his assistant in his arduous task at Burgdorf. But Plamann was determined to do his work in his native country. With an enthusiasm for the Pestalozzian method which has been condemned as extravagant, he returned to Berlin, and at once applied for royal permission to establish an institution where the new Swiss system could be introduced. By this time "Leonard and Gertrude" had made its author known in the Prussian capital; great hopes were founded on Pestalozzi's reformation, and the requisite warrant was issued to the applicant before the end of 1803. Such was the genesis of Plamann's institute, which was opened in the autumn of 1805.

The founder soon drew about him a notable following. With enlightened judgment, the public authorities gave his enterprise material support, paying him to train students and teachers in the methods that he practised. At Plamann's taught Friedrich Friesen, handsome in person and a finished swordsman, who, like Jahn, was a member of Lützow's celebrated Freicorps*; but, less fortunate than Jahn, lost his life obscurely. Jahn himself, the father of gymnastics, taught at Plamann's. Harnisch and Dreist, who were to render such noble service in the education of the people; August, also with Lützow, and noted in science and mathematics; greatest of all, Friedrich Fröbel, inventor of the kindergarten—all these served under Plamann. But they were not in Bismarck's time. Ernst Eiselen, however, who taught the boy gymnastics, is not less well known than some of those just mentioned. When Jahn made his first attempts to introduce his art (*Turnkunst*), Eiselen was among his expertest pupils. In the great national movement of 1813, the pupil accompanied the master to Breslau to join the Freicorps with him. His health, however, was too frail, despite the new gymnastics, for the hardships of a campaign; he, therefore, was induced to return to Berlin so as to keep Jahn's work alive. Some years later he studied mathematics; whence he was able to

* In 1813, Major von Lützow obtained leave to enrol a volunteer corps to act independently on the flanks and rear of the French. This was "Lützows wilde verwegene Jagd," immortalized by Körner, who acted as adjutant to Lützow, and fell in a skirmish at Gadebusch.

teach little Otto, as he did teach him, geometry as well as bodily exercises. The boy learned Greek, Latin, and history from Schwarze, French from Le Fèvre, arithmetic from Beetz, writing from Markwort,* natural history from Dietrich, and singing from Kantor Tiedtke. These names are almost forgotten now; and, to historians of the broad and generalizing school, the mention of them will seem the veriest trifling. Let them stand, however, in harmless record. Perhaps these dead teachers did some good in their generation; they had, at any rate, one great pupil.

Two of Bismarck's masters stand out from the rest with lineaments more strongly marked than those of their colleagues. The elementary notions of geography were communicated to him by Herr Professor Marias Schmidt, and the emendation of Marius for Marias was too obvious to be overlooked. Schmidt had been with Plamann from the foundation of the school. Geography was his favourite subject; he ended, says his friend Harnisch, by living for it. His maps were "epoch-making." So great was his reputation in his own department that he was employed from time to time to convey to the royal princes and princesses, the Fürstin Liegnitz, and the children of the leading courtiers such views of the shape and structure of the earth as were not too dangerous to social order. Schmidt, from this connexion with the royal house, came to be distinguished from the other Schmidts in Berlin as "Hofschmidt," or "Smith to His Majesty," as we should say. For twenty-five years he went in and out at Court without gaining any special influence. He pocketed his fees quietly, received the Red Eagle Order—of the third class—and the title of Professor; but he remained at the institute to the end. "A simple man, dry and angular, by no means winning or even sociable to strangers, the last man whom one would have taken for the tutor of princesses"—such is his friend's description. "But as for me," that friend continues, "I felt for more than twenty years an irresistible desire, whenever I visited Berlin, to say good-day to my old colleague Schmidt. He, I think, never made a journey in his life; for it could hardly be called a journey when he was fetched in a royal coach to give his lessons at Charlottenburg. Whether his pupils, boys or girls, strictly speaking, loved him, I cannot say; perhaps he was too stiff for that. Yet under the rough shell was something of a sweet kernel, and, in talking with a good friend, he could be as bright and playful as you please." Otto would only see the rugged exterior of his teacher, whose type will be familiar to many.

The second of the two more striking figures on the staff was its chief, Plamann himself. His earlier career has been traced above. Plainly he was an enthusiast, and a worthy man to boot. But ill health kept him busy with the doctors, or drove him off to watering places. "His sickness," says Harnisch, "cast a shadow on his noble soul. But, when he had worked himself out of his gloom, he was cheerful enough. Usually, however, an air of depression rested on the benevolent face, and obscured his kindness and love." An ardent Pestalozzian, he was sometimes in conflict with his subordinates, who attached more weight to the fundamental ideas of the new education than to a minute observance of its method; but he would give a free hand to those who showed capacity and *life*. He insisted that a boy was to be developed as a whole. Hence gymnastic exercises (those of Jahn and Eiselen) were freely inserted between the lessons, and only real illness or physical incapacity excused from participation in them. Instruction was not spread from the outset over all subjects; but the number taken up and the sequence in which they were pursued depended on the progress of the child. It was, however, on the formation of character that the greatest stress was laid. The true aim, said Plamann, of all education is to bring the training of the mind into harmony with the moral and religious training, which can only be effected if the former is subordinated to the latter. Children must be taught in every relation of life to feel a higher regard for what has moral or religious worth than for the most brilliant intellectual achievements. Nor are precepts, warnings, or punishments enough to secure the evolution of morality; the will must be trained by severe and repeated tests. Virtue is valueless if it does not proceed from volition. It is easy to make a child good under the eye of the master; but, if constraint

alone is the cause of the goodness, moral weakness is revealed as soon as that cause becomes inoperative. Such were the opinions, not wholly novel and not wholly obsolete, that Bismarck's first headmaster held upon the subject of education. He himself taught the future statesman German, and what is called in German schools religion.

The institute was located originally in the middle of the town near the Schloss, in the Unterwasserstrasse. The situation was chosen because it was from this quarter that the pupils, children of the higher and richer classes, were expected to be drawn, and, for the most part, actually came. But there was no suitable playground attached, and the boys, to get fresher air, had to walk far through crowded streets. Hence in 1812 a new building was taken near the Halle Gate in the Wilhelmsstrasse (No. 130). Here the school was carried on when Bismarck was a pupil. He remained until 1827, when he left to enter the Friedrich-Wilhelm's Gymnasium. Plamann prepared for the *Tertia* of a *Gymnasium*, and it was in the *Untertertia* that Otto began his higher studies.

To the pedagogic mind Plamann's institute would seem to have had much to recommend it. But the truth must be told that young Bismarck was of a different opinion. In schoolboys' language, he hated the school. One can imagine without effort with what fiery vehemence he would denounce it to his mother or to the faithful and devoted servant, Trine Neumann. That he learned at it enough for his immediate wants is plain; how mind and character were influenced by its teaching is not known, and it would be idle to speculate. The grounds of his dislike are more or less conjectural. He left home when very young—in his sixth year, we have said. According to one account, he entered the institute at Easter, 1820. Now, as he was born on April 1, 1815, he must in that case have just passed his fifth birthday. Small wonder if the tender child, even with an elder brother by him, suffered acutely from home-sickness. It is related that he used to shed tears at the sight of a plough; we may hazard a guess that he conquered this weakness at an early stage even of his school career. The suggestion that the young aristocrat was harshly treated by certain of the teachers who were Radicals is, in view of the class from which the boys generally were drawn, wholly untenable. The facts seem to be that discipline was strict, and the hardening process in high favour. Eiselen and his exercises produced lasting and unpleasant memories in the boy's mind.

Plamann wrote several books, not now significant, in defence of Pestalozzi's system. In the very year in which Bismarck passed on to the Gymnasium, he was compelled by his health, which had grown gradually worse, to close the doors of the institute. A few years later he died. He was buried on September 6, 1834, in the churchyard outside the Halle Gate, a short distance from the last scene of his labours. It is not recorded that Bismarck attended the funeral of his old teacher. At this time the empire-maker was a student, preparing for his law examination or following the Horatian precept to enjoy the day, as heedless, it may be, of the past as he was unconscious of the future.

W. G. FIELD.

JOUBERT ON EDUCATION.

THE famous essay of Matthew Arnold has made Joubert familiar to English readers as a delicate moralist and a discriminating critic. Certainly, Joubert's life work was that mass of reflections, on all the subjects presented to him by a life of study and thought, which pious hands, giving it after his death the order and coherence that he could not impose on it himself, have made a lasting monument to his genius. Yet, in his life of student and recluse, there came once an opportunity of practical work, and of making some definite impression on the world's course. The Revolution had swept away, with all other landmarks, the institutions and systems of education which had existed under the *ancien régime*. When Napoleon entered on his work of reconstruction, he determined to organize the primary and advanced education throughout the kingdom on an uniform plan. To this end he centralized the control of public instruction in Paris, and gave the direction of it to a body which received, and has retained, the title of the University of France. Over this body a Grand Master and a Council presided. Napoleon's Grand Master was Fontanes, Joubert's earliest and most intimate friend. He persuaded Napoleon to

* Marquardt was the original form of the name. The owner wished to make it look more German; he therefore wrote it Markwardt. The next stages were, it seems, Markwordt and Markwort.

nominate Joubert as one of the new Councillors, and for several years Joubert gave freely of his precious time and strength to the assistance of his friend in the great work of reconstruction. Fontanes constantly turned to him for advice, and Joubert's mornings were spent in writing little memorials for the use of the Grand Master, and in the evening the University was the subject of interminable discussions. He took an active part, too, as one of the Inspectors-General, making long journeys in spite of his fragile health.

We have not sufficient materials to allow us to estimate how much Joubert contributed to the system of national education. It is plain that political exigencies often compelled the sacrifice of Joubert's counsels of perfection. But there have been preserved a few of his letters which deal with the business of the University, and the large, far-seeing manner of treatment gives them a great general interest. And the chapter on Education in the "*Pensées*" has gained much from his contact with the practical work of education.

Joubert's labours, as an educational critic, were not confined to France. Napoleon's brother Louis had asked Fontanes for criticism of a report on the national education of Holland, and Fontanes sent it to Joubert. There were three grades in the system: primary, "literary" or secondary, and specialist. Joubert says that the primary education was admirable, erring only on the side of over-organization. The inspectors are encouraged to introduce novelties into the method of teaching. That is a mistake. Joubert is of opinion that *popular* education cannot be too mechanical. The beginnings must be effected instinctively and by compulsion. It is losing time and wasting energy to try to communicate rudiments by classification and a process of reasoning. Then, the subjects that are taught in the elementary schools are too many and too abstract. Acquaintance with them unfits the scholars for manual labour. "If a man's powers are lodged in his brain, they quit his hands. Whoever is fitted to give an excessive and concentrated attention to what is abstract is unfitted for what is mechanical. Nature has provided for the toil that is necessary for life by giving to the greater part of mankind inactive brains." The secondary education, which was intended to be general, but liberal, Joubert found sadly deficient. The teaching body wished to put Latin and Greek in the background, and to replace them by modern languages, a course of modern literature, physical science, political geography, and similar subjects. But they were all at variance in their methods. Joubert is emphatic in his repudiation of a scheme which aims at giving literary culture without a study of classical literature. "We moderns can only acquire the literary sense and habit of mind by the study of the ancients, and we cannot become acquainted with the ancients if we are ignorant of their language." The specialist education of Holland was as admirable as its literary education was meagre. France had never had the idea of a specialist education, or Holland of a liberal one. Joubert's conception of what liberal education should be is notable.

This kind of education has never been known in Holland, or even in England; in fact, in none of those countries which have not had, like us, ecclesiastical bodies engaged in teaching. The education I mean is one which enriches the intellect with all that is most exquisite in the poets, orators, and moralists of antiquity, giving its tone to the character, the manners, and the whole life. In our colleges the young were led to distinguish and appreciate all that ought to charm the imagination and the heart. Themselves in the first freshness of youth, the teachers brought to their duties an enthusiasm that was purely disinterested, and yet lighted up by dazzling prospects. They saw awaiting them, as soon as their age was ripe, a studious retreat, the dignity of the priesthood, or the rewards and honours of every kind which were then open to talents. The time of their professorate was to them a perpetual enchantment, and from such feelings sprang an amenity of tastes and manners which was communicated, not only to their pupils, but to all who were engaged in teaching, for wherever there are models there will be imitators.

Gloomy dispositions, inspired or aggravated by the monotony of the narrow horizon which bounds their hopes; virtues which support, but cannot cheer them; a melancholy and discouraging isolation, for they belong to no corporate body, no association; the assurance of living and dying in occupations which they cannot change; a middling position and a provincial reputation—these are the heritage, these are perforce the highest ambitions, of a professor of Greek or Latin. Consequently they are not, and they cannot turn out, men of letters. They can only be, and can only turn out, grammarians. We have good reason to regret our ancient colleges.

Joubert, in his vivid picture of the education of the times that preceded the Revolution, was recalling the college at Toulouse, where, in his youth, he had been both pupil and professor, under the Fathers of the Christian Doctrine. Of that period in his life he ever retained the warmest and most grateful recollections. The abolition of these religious orders engaged in teaching seemed to him one of the greatest misfortunes that could have befallen education. What were Joubert's opinions on the secularization of education is obvious. It is their depth, penetration, and universality that makes them so valuable.

The idea of order in everything—that is, order in literature, morals, and politics—is the foundation of all education.

It ought always to be kept in mind that education does not only consist in enriching the memory and enlightening the intellect; it ought, before everything, to charge itself with the direction of the will. Education ought to be tender and severe, not cold and lax.

There is only one means to teach virtue: it is to teach piety.

Youth lost much when it lost the lessons of piety which formerly met its gaze everywhere, in the stained glass of the cloisters, the very aspect of the monasteries, and in the sight of those *prie-Dieu* at the foot of a crucifix which in every house made, as it were, a family chapel.

The Revolution had left its mark on Joubert, as on all his contemporaries. In his thoughts there was ever present the consciousness that the old world had perished, and with it much that he valued most.

Everso succurrere saeculo [he said] ought to be the motto of the University. It is the moral side of the old education that I regret. It is the respect that the young had for their masters, and for themselves; the spectacle of their life, and their idea of it, the innocence of that time, and the piety inspired in childhood for men and for God. That is the happiness of humanity in every age!

The material spirit of his age was excessively antipathetic to him, and he distrusted the deference which it paid to the positive sciences.

The new education takes the greatest care of the body, makes the arts subordinate to handicrafts, neglects the spiritual faculties, and leaves them in total ignorance of duty.

Spiritual and moral ideas must be first introduced into the mind, for, if they found it preoccupied by the dogmas of physical science, they would not be able to get a footing there. The minds that have been accustomed to find their satisfaction in material notions will refuse any others.

There are sciences—mathematics, for example—which are necessary for society, and yet useless for the culture of the individual.

Geometry is good to correct the intelligence of the grown man, but it gives rigidity to that of childhood. It is inimical to docility.

He fears and condemns the self-confidence which he thought was a characteristic of the generation which was growing up, and he attributed it in great measure to the positive and material character of their education. He believed that the old-fashioned classical studies were much more beneficial to the character.

Let us preserve a little ignorance, that we may preserve a little modesty and deference to others. Without ignorance there is no amiability.

The assistance given to the intelligence to make it more attentive and expansive is a fictitious strength, an acquired industry, which misinform it alike as to its nature and its natural powers—a serious and fatal error!

The exclusive preference given to mathematics in education has great inconveniences. Mathematics teach right views of mathematics, while literature teaches right views of morals. Mathematics teach you how to build bridges, and morals how to live.

When you teach Latin to a child, you teach him to be a judge, a pleader, and a statesman. The history of Rome, even in her conquests, teaches the young firmness, justice, and moderation. The virtues of her generals were the virtues of a magistrate, and on the military tribunal they wore the same aspect as on the curule chair. Actions and words, discourses and examples, all contribute, in the literature of Rome, to the formation of a character proper for public life. These books would be sufficient to teach any magistrate, who was acquainted with the history and circumstances of his own country, what are his duties, and what should be his bearing, his endowments and his work. This was forcibly present in the mind of a learned judge who, in this age which runs down the old-fashioned education, and in which many people only approve of the study of modern languages, said, with as much courage as good sense: "I wish my son to learn a great deal of Latin."

The especial characteristic of Joubert's maxims on education is their combination of delicacy with penetration. He carries an artistic sense into what many would make an abstract

inflexible science. His great contribution to educational theory is *æsthetic*. He has such a refined and subtle appreciation of what is becoming, admirable, and harmonious, that his theory may almost be said to begin where ordinary systems end.

Those authors only should be put into the hands of children in whom they can find, at the same time, an unceasing movement and repose, to occupy them without effort and to be remembered without toil.

Each should be left in peaceable possession of his own measure of intelligence, his own character and temper. We should be satisfied to bring these to the degree of perfection which their nature admits of. Nothing becomes the intelligence so well as the manner which is natural to it. From that spring ease, grace, and real or apparent facilities. All which forces it injures it.

It would be possible to use such management in a man's education that all his prejudices would be truths, and all his sentiments virtues.

Teach children virtue, but not sensibility. It is possible to be reasonable with another's reason, and benevolent by training, for virtue is acquired. But a borrowed sensibility is an odious hypocrisy. It substitutes a mask for a face.

Joubert has summed up and condensed his whole theory in one pregnant maxim: "The direction of our intelligence is more important than its progress." J. A. NICKLIN.

CORRESPONDENCE.

THE REGISTRATION OF TEACHERS.

To the Editor of The Journal of Education.

SIR,—Leaving Mr. Millar Inglis to the continued enjoyment of the benefits to be derived from Frankfort a.M., I propose to run my head against the reflections in your "Occasional Note" upon my attitude towards the Teachers' Registration Bill. You say: "Teachers will combine"; but I go further, and say they are combined, and quite sufficiently for their own defence and protection. What would you have said during the recent Welsh coal strike if the miners had been connected together into their trade union by Act of Parliament, with State-paid officials and State-controlled machinery, while the mine-owners were left to fight them with the aid of a voluntary combination only? Yet it is precisely the effect of having a Registration of Teachers Bill before a Local Authority Bill. At present the Local Authorities, hampered by lack of powers and lack of money, can only combine for joint consultation, and joint action on their part is illegal. The associations of teachers, some with charters, are in a position at least as favourable for joint action. The Lockwood Bill shows that the betrayal of the interests of County Councils behind their backs, while protesting co-operation at the meeting of Prof. Jebb's Joint Committee, is the policy which commends itself to some of them. Even I have not a sufficiently long spoon to sup frequently with the joint Muravieffs of Essex. What, then, would our position be when they have the whole machinery of a Statutory Department behind them, while we are left as disjointed units?

Teachers at present are not "disunited," nor are they "emasculated," but their combination, whether in I.A.H.M., A.M.A., or into Teachers' Guild or College of Preceptors, is a voluntary one, and is quite sufficient to protect them from the whims of the Local Authority. As a matter of fact, during six years' experience of Local Authority work, no teacher to my knowledge has ever had cause of complaint against these bodies, though I have sometimes had to protect assistant-masters against the "whims" of headmasters, who prefer them to be "removable and transferable at pleasure"; and I even know of cases where the Local Authority has intervened with effect to protect headmasters against the "whims" of governing bodies.

What common interest have *all* teachers that they should be enrolled into a statutory trade union? One, and one only—namely, to get public money without public control. That is why "Registration before Organization" has been the watchword for five years of the College of Preceptors, the Private Schools' Association, and the other groups of obscurantists whose interests Sir R. Temple used to represent in Parliament. During the whole of the controversies over the Acland-Roscoe and Roscoe-Hobhouse Bills, at the Oxford Conference, and in the pages of the *Educational Times*, the late *Educational Review*, &c., the same thing has been stated in as many words during the past five or six years. The private schools make no

secret that their motto is: "Give us registration, and we will be strong enough to stop local organization." I, naturally, being forewarned, am forearmed. You then say, you "will be sorry for the Local Authority of the future that does not make use of expert professional advice." So should I; but I am equally sorry for the Local Authority *in the present* which does not do so. What has this to do with registration? "Expert advice" is a drug in the market at present. The Joint Scholarship Board, for instance, can furnish this advice of better quality than any register of teachers which the wit of man could call into existence.

Do you suppose that any Local Authority will respect a professional man's advice any more because he puts R.T. after his name? I should say that, for the first twenty or thirty years of the register, so many incompetent persons, not to say impostors, will be put on it, "for the sake of a united profession," that these mystic letters will be considered, if not a term of reproach, at any rate of equal value to a G.C.M., F.S.Sc., or, perhaps, an L.C.P.

Your conclusion is right. I am "not opposed to legitimate combination." Every head- and assistant-master I meet I advise to join his proper Association, and these, when devoting their attention to professional matters, are capable of doing most important service to education. When, however, they meddle in administrative matters, they show, as you admirably put it in the case of the Lockwood Bill, "how not to do it."—I am, yours obediently, H. MACAN.

[We must protest against Mr. Macan's medley of titles. An L.C.P., however low in the scale, is not a *homo trium literarum*.—ED.]

PUBLIC-SCHOOL DIET.

To the Editor of The Journal of Education.

SIR,—I have followed the correspondence in the *Westminster Gazette* on food in schools with some attention, and been struck by the general inconsequence and one-sidedness of the writers. Will you allow an outsider, who, though he is neither a school-master nor a schoolboy, has had pretty wide experience in the matter, to make a few practical observations?

1. School diet in England is monstrously monotonous. Joints and pudding—hot on week-days, cold on Sundays—is the orthodox *menu*; and, if these are good and plentiful, nothing more, as far as dinner is concerned, seems either demanded or even suggested.

Now, I am writing this from a Swiss *pension*, where I have, for lunch, soup, fish, and meat, or two courses of meat, vegetables, and sweets; for dinner, soup, three courses of meat, including either poultry or game, two of vegetables, sweets, and dessert. For this I pay four francs a day. As far as expense goes, there is no reason why public schools with fees from £100 to £200 a year should not provide the same *menu*. Doubtless, on sanitary grounds, it would not be advisable, but there can be no possible reason why soup and fish should not figure on alternate days; why the everlasting joints of beef and mutton should not be varied by cutlets, game, and poultry; why potatoes and greens should be the only vegetables; why fruit should not be supplied. Doctors are agreed in recommending variety of diet. Why should schools adhere to the gross feeding of the Georgian era?

2. On the other hand, my breakfast here consists of *café au lait*, plain rolls with butter, and Swiss honey. For an egg I pay extra. But how different the coffee is from the muddy decoction, with cold milk, thought good enough for English schoolboys! And why should not jam and marmalade be supplied? They are cheaper than butter, and a growing boy can hardly have too much sugar. Whether one meat meal a day is enough is a moot question, but the prevailing practice of making an extra charge for meat at breakfast, or, still worse, of allowing boys to bring in private supplies from the tuck-shop, seems to me absolutely indefensible. It creates an invidious distinction between rich and poor; it sanctions and encourages gluttony.

3. This leads me to my last point. I should like to see the tuck-shop abolished, or put out of bounds. Haileybury boasts that it has bought a new cricket-field out of the profits of the official tuck-shop. *Tant pis pour* Haileybury, say I. I never found my own boys in the holidays going round to the pastry-cook's, but at school I know that three-fourths of their pocket money was spent on grub, to say nothing of unpaid scores. Why? At home they were properly, though by no

means luxuriously, fed ; at school they were not indeed starved, but improperly fed—more, I take it, through ignorance and bad management than from motives of parsimony or stinginess.—Yours, &c. A PUBLIC-SCHOOL PARENT.

"THOUGHTS FROM AN EXAMINATION ROOM."

To the Editor of The Journal of Education.

DEAR SIR,—I have been reading with sympathetic interest the article in your September issue entitled "Thoughts from an Examination Room." *How* true it is only earnest and true teachers know. In spite of the high standard resulting from a training college experience, or intercourse with reformers past and present ; in spite of the numerous educational meetings and conferences on the most scientific lines ; in spite of the daily, almost hourly, demonstration of the fact, in the drudgery of our work, we have to crush our aims and children alike, and bending to the supremacy of the all-mighty Examination Board, we must send our pupils to be hall-marked, according to its standard and discretion ; and all because England is a nation of shopkeepers, and insists that every individual shall be stamped with a commercial value !

We hate the system ; we are working in the face of all reason, science, and principle, and yet we blindly flounder on ; and our protests are so feeble that they hardly mark the paper on which they are written. At the same time, it is a matter of grave doubt whether we can quite bury the examination. Much as I hate the present system, I cannot but acknowledge that it acts as a spur and incentive to accurate and thorough work of its kind, though that is of an unsatisfactory nature, and it checks looseness and indolence in both teacher and pupil. Moreover, as I formerly implied, some stamp of efficiency is necessary for the young pilgrim when he faces a cold and critical world.

Most probably the root of the matter lies in the fact that, while examiners are experts in their own subjects, they are emphatically *not* educators, except by accident, and that a very rare one. We might as well call in a clergyman to do the work of a doctor as expect a University don to satisfactorily deal with young children. They are to him as some strange species of animal. We want an Educational Examination Board that shall conduct the test on purely educational and psychological lines, and whose certificate shall be as valuable in the eyes of the public as those granted by the University. And we want more freedom in the curriculum, criticism instead of prescription ; and we have a thousand other wants which space forbids me to chronicle.

Of course, it may be said that, when the registration of secondary schools is established, the need will be met. But we would fain see a beginning in our own day.

I am, myself, only a full private in the ranks ; but I voice a multitude of such. We are waiting for some one to come forward, armed with authority, educational standing, or even enthusiasm alone, to take up the cause, and prevent a continuation of the massacre of the innocents. I am certain such a reformer would receive heartiest co-operation ; there are plenty of recruits if a leader would appear and show that some practical work is about to begin.—Yours truly,

Clapton, September 10.

H. B. S.

THE HIGH-SCHOOL HOMES OF DENMARK.

To the Editor of The Journal of Education.

SIR,—I have just returned from a cycling tour through Denmark, where, attracted by pages 70-72 in the Teachers' Guild list of holiday resorts, I had decided to make use of the high-school homes. My first experience of these was by no means satisfactory. The home was situated in the interesting old town of Kolding, and not only looked very dirty, with large numbers of peasants about, but the prices asked were much higher than at the hotel where I stayed instead, with every comfort. It was a cyclists' hotel, and full board and lodging there cost only 3s. 6d. per day, than which one can hardly expect to obtain it cheaper.

I fought shy of high-school homes after such a bad beginning on going through Odense to Roskilde, although at this latter place I went over the home, and thought it looked clean, with large airy bed- and sitting-rooms. At Hillerød I came across a new one in the Slotsgade, not mentioned in the Guild list, which also looked satisfactory inside, but I cannot say from actual experience if that were really so, as I only saw it on my way out of the town, after I had put up at Hotel Leidersdorff.

At my next halting place, Hølbek, I did at last try what board and

lodging at 2s. 3d. per day was like. For supper I was given poached eggs green peas, cold ham and sausage, with tea, but—and this is a big "but"—the company consisted, not of teachers, like ourselves, but of rough peasants and cottagers from the villages around, mostly travelling on business. The house also proved most disappointing as regards cleanliness and comfort, and can, in fact, only be compared with an inferior "servants' home" in England. I feel therefore that it is only fair to warn members of the Teachers' Guild against relying on the homes, as they are certainly not fit for ladies. I must say we were treated with every consideration ; but any one could see, after the first, that the manager was surprised at our wanting to stay there.

Hotels in Denmark are all so cheap and clean that there can be little inducement for English travellers to go to these high-school homes. The Missions Hotels can more safely be relied on, as they are patronized by a better class of people, and the cleanliness and cooking are all that can be desired. One gets a better insight into real Danish life by staying at a Missions Hotel, instead of at the ordinary ones, the food in particular being more national in character—for extraordinary soups and meat dishes let me recommend you the Eshbjerg Missions Hotel. The charge per day there, at Veile and at Odense, is 3 kroner (about 3s. 6d.). The restaurant at 33 Bredgade, Copenhagen, as mentioned in the Guild list, is very good, and wonderful indeed is the meal of three courses and a cup of coffee to be obtained there for 1 kroner. A rather better restaurant at the same price is the Café Anglais in the same street.

In conclusion, I would say that, if any one thinks of going on a month's cycling tour in Denmark, as I have done, it is quite possible to do so for £12, everything included, staying at the best hotels *en route*, except perhaps at Copenhagen, Odense, and Aarhus, where, however, the second-class ones are good enough for most people. I feel sure that a trip like this in a country where the living and customs are so different from ours, has only to be tried to be appreciated, and, should any member of the Guild desire to follow in my wheel tracks, I shall be very pleased to give any information in my power as to route, distances, hotels, &c.—Yours &c.,

J. HALFORD.

MR. TOVEY'S EDITION OF GRAY'S POEMS.

To the Editor of The Journal of Education.

SIR,—I am much obliged to your reviewer for pointing out my error in tracing *ver purpureum* to Columella instead of to the ninth Eclogue of Vergil, and I frankly acknowledge that his account of the genesis of my blunder is correct, except that I looked in Forcellini, fully expecting there to trace the expression to Vergil, in whom I thought I remembered it. I will not be so uncharitable as to say that the confusion into which he obviously falls between "Mitford" and "Mason" is at least as "characteristic" as my mistake. And, of course, one point of my note is that we should have expected to find "*purpureus annus*" in some good classic, whereas, as far as I know, we do not.

Both Dr. Bradshaw and myself draw our illustrations from Mitford in the main. But I contributed much to Dr. Bradshaw in the way of information, and he consulted me repeatedly while his editions were passing through the press. If I mistake not, he somewhere acknowledges his obligations to me (I think in the Aldine Edition). I never consulted the Pembroke MSS. at all with a view to an edition of Gray's poems, and your reviewer is quite right in supposing that I have lacked opportunity. But, when inspecting these long ago for other purposes, I noted several things to which I directed Dr. Bradshaw's attention before he went to consult them. In particular, I rescued him from printing the fragments "On the Alliance of Education and Government" from the Egerton MS., and from rejecting, with Mr. Gosse, Gray's subsequent version of them as an instance of Mason's impudent interference with the text.

The most important poems by Gray were, by one editor or the other, faithfully enough given to the public before I began my work, nor could I have found anything not already in print. In the British Museum I studied most carefully the Wharton MS., and transcribed a facsimile of the Fraser MS. Some smaller poems or fragments I have given, I think, more truly than some, at any rate, of my predecessors ; and I have banished the last of Mason's interpolations from "Agrippina." I believe that the verses "On Lord Holland's Seat" are now in the form in which Gray wrote them, and that I have made it probable that the lines as commonly printed are adapted to a later set of circumstances. Here, therefore, I have followed the Egerton MS., and I believe quite carefully. Perhaps I have helped subsequent editors by sifting Mitford's many references, and I believe that, in spite of some errors (due rather to defective sight than to carelessness, or the sort of ignorance of what I should have reason to be ashamed), I have contributed something to our knowledge of Gray.—I am, Yours faithfully,

Worplesdon Rectory, Guildford.

D. C. TOVEY.

THE FRENCH BACCALAURÉAT.

To the Editor of The Journal of Education.

SIR,—In support of Mr. Harold W. Atkinson's letter in the August number of the *Journal*, I should like to draw attention to the following

passage in Matthew Arnold's "Higher Schools and Universities of Germany":—"The examination for the degree of Bachelor of Arts, which we place at the end of our three years' University course, is merely the *Abiturienten-examen* of Germany, the *épreuve du baccalauréat* of France, placed in both of those countries at the entrance to University studies, instead of, as with us, at their close."

There ought to be no need for Englishmen to obtain foreign titles; but, until we have some authority that is capable of appreciating and enforcing the command of French which is necessary for an English teacher of that language, the diploma of *bachelier* is perhaps the most useful certificate that he can obtain. In preparing for this examination he is obliged to revise the whole curriculum of a French secondary school—a valuable experiment which must necessarily widen his views on secondary education. English occupies a position of only minor importance in the list of subjects, which is not the case in all French University examinations. The difficulty of the *baccalauréat* has been increased of late years, probably with a view to reducing the number of Frenchmen who cross the threshold of a learned career. It now consists of two parts with a year between them.—I am, yours obediently,

FABIAN WARE.

Jena, August 23, 1898.

JOTTINGS.

HIGHER-GRADE (SCIENCE) SCHOOLS FOR SCOTLAND.—A circular dated August 19, 1898, and signed by Sir Henry Craik, has been issued to clerks of School Boards and correspondents for voluntary schools, from Dover House, Whitehall, containing proposals for the recognition of a distinct class of schools as above. The proposals are clear and businesslike, and aim at securing thorough instruction in a well-defined range of subjects, rather than that diffusion over unrelated subjects which is suggested by the word "smatter." The course of instruction is to extend over three years, and the programme must be approved by the Scotch Education Department. It must make provision for (a) experimental science; (b) drawing; (c) mathematics; (d) history and English literature; (e) geography; (f) manual instruction—needlework, dressmaking, and cookery for girls; woodwork, ironwork, and clay modelling for boys; (g) physical exercises and music; (h) a modern language; and (i) various subjects such as typewriting, shorthand, housewifery, dairying. Teachers are warned that thoroughness in the subjects is necessary, that a modern language requires to be known conversationally to secure good results, and that natural science subjects must be taught experimentally. "My Lords" do not prescribe a minimum time for certain subjects, but suggest that (d) requires five to six hours per week, and (e) two. These higher-grade schools must not be conducted with a view to private profit, and must be under the management of a public statutory authority, or governors under a scheme, or private individuals specially approved by their lordships. An adequate contribution from local sources will be required, and, if the conditions are fulfilled, grant is to be paid to the school at the following rates:—(a) For each pupil in average attendance who, having obtained a merit certificate, takes the first year's curriculum, £2. 10s.; (b) for the second year, £3. 10s.; (c) for the third year, £5. The grant may be increased by a tenth for exceptional efficiency, and reduced by one or more tenths for defects of equipment, organization, discipline, or instruction. Altogether the scheme appears to be one of considerable promise, and from the scale on which grant is to be paid, over and above local contributions, the Scotch private secondary teacher or proprietor of a secondary school will find himself pretty severely handicapped.

A COURSE of laboratory work in physics and chemistry for science teachers was held in the Royal Holloway College from August 15 to September 3. The physics was conducted by Professor Cassie, and the chemistry (in the absence of the resident Lecturer in Chemistry) by Miss M. A. Whiteley, B.Sc. The course was also visited by Professor Armstrong, of the Central Institution. There was an extensive loan exhibition of scientific apparatus and books. The course was arranged on the lines of the Elementary Syllabus of Physics and Chemistry of the Incorporated Association of Headmasters, and was attended by a large number of former students of the College who are teachers of science in schools and University colleges.

THE interviewer has again caught Mr. Welldon, and makes him say that at Harrow it is certainly not the case that too much time is given to games, and that three days at Lord's for the Eton and Harrow match is still his aspiration.

AMONG possible candidates for Harrow, Mr. Glazebrook, of Clifton, is the most prominent. Mr. Glazebrook began his scholastic career as an assistant-master at Harrow, passing thence to the High Mastership of Manchester. He is in his forty-ninth year.

THE annual report of the National Society shows that 2,759,670 school places are provided in voluntary schools as against 2,538,609 in Board schools. This is a slight increase on previous years; but voluntary contributions have fallen off to the extent of over £10,000.

THE case of defalcation in the trust funds of the Spalding Grammar School goes to show that the Governors are personally responsible for their clerk's action. They have agreed to make good half the deficiency, while the remainder is paid out of the charity. The Charity Commissioners intimated that they would take proceedings unless the Governors made some such offer.

THE *Pall Mall Gazette* recently published an amusing sketch of a scholastic agent. Sufferers will readily recognize the prototype. But, says the writer, the agent is not on the whole a bad fellow. He will sometimes lend you a five pound note; and he may give a friendly hint when it is needed; e.g., "Your train goes at 12.40? Ah, just time to get your hair cut and have a shave."

MISS CATHERINE DODD has again demonstrated the ignorance of the average child of the meaning of words of everyday occurrence. She asked a number of children to explain certain common words, and gives the result in the *National Review*. It is amusing enough to read; at the same time, it supplies a much needed warning to teachers who assume that children must understand all the vocabulary of ordinary conversation.

THE London School Board has opened an evening commercial school. Sir Albert Rollit and the Chamber of Commerce have given their approval. The object is to turn out well-qualified commercial clerks. This is a practical outcome of the German competition scare.

THE Bishop of Hereford has caused some amusement by stating that, had it not been for the local endowed school in his birthplace, he would now have been a "discontented ploughman." We know already of the bishop's skill in "ploughing"—but why discontented?

WE believe that the paper called *Tit Bits* is the family oracle in thousands of homes. In a recent issue the School Board are urgently requested to teach subjects of practical utility, especially "first aid." The article says that "while, in a street accident, the policeman is far to seek, the schoolboy is always at hand, and he ought to know how to make a tourniquet of a latch-key and a pocket-handkerchief." But would the schoolboy possess both, or even either, of these articles?

THE Charity Commissioners have been asked to draw up a scheme for the management of the Independent College, Taunton. The shareholders, of course, relinquish their claim on the capital invested, which will form the endowment under the scheme.

THE new Dual High School at Keswick is now open.

RAILWAY stations near London have received an additional adornment in the shape of a most artistic poster announcing the programme for the winter of the continuation schools under the London Board. This is free, secondary, evening education.

THE newspapers report that a certain urban district councillor has solemnly declared that he is strongly opposed to capital punishment in schools.

THE "Cambridge University Calendar" just issued gives the present number of undergraduates as 3,019, while there are 13,260 members of the University.

It is stated that the "Women's Industrial Council" has started an Association of Trained Charwomen, and is holding courses of lectures to that end.

A GENERAL MEETING of the Assistant-Masters' Association was held at King's College on September 17, with the Rev. W. C. Massey, of Bedford Grammar School, in the chair. Most of the business concerned internal politics, and, as the agenda paper was drawn up before the holidays, the Duke of Devonshire's Bill was not down for discussion; but a resolution generally approving of the Central Authority was allowed to be put and was carried. Mr. Fabian Ware moved a resolution suggesting that, in view of the establishment of Local Authorities for secondary education, associations of secondary teachers should meet representatives of School Boards and endeavour to come to some agreement.

THE Corporation of democratic Manchester has decided to admit free school-children over seven years of age in charge of a teacher to any of

the Corporation baths on all days, except Saturdays, and to provide towels.

MADAME CHALAMET has published a report showing that her work at Université Hall, Paris, has been appreciated during the past year. The names of her English correspondents are sufficient proof of the genuineness of the work—Mr. Geddes, of Edinburgh, Mr. Gerrans, of Oxford, and Mr. Rendall, of the Charterhouse School, to mention a few only. Madame Chalamet sends us for publication the following statement:—

“Un Comité des Voyages d'Etude est constitué à la Résidence Universitaire. Tout étudiant qui projette un séjour à Paris et qui veut s'épargner à l'arrivée une perte de temps inutile peut s'adresser au Comité; il recevra, dans le plus bref délai possible, des renseignements précis sur les points visés dans sa lettre: cours, bibliothèques, ressources de tout genre; à sa demande, envoi pourra lui être fait des programmes détaillés de nos grands établissements d'instruction supérieure et même d'ouvrages de nature à l'aider dans la préparation de son séjour d'étude. En cas d'autorisations à obtenir pour des recherches dans des collections spéciales, des travaux de laboratoires, visites d'écoles, &c., le Comité se met également à la disposition des travailleurs pour servir d'intermédiaire, prendre les informations préalables et faire celles des démarches qui ne devraient pas être nécessairement personnelles. La première demande de renseignements doit être accompagnée d'une somme de fr. 1.25 (1s.) pour frais d'information et correspondance. Il est tenu compte à l'étudiant des envois de brochures et de livres, qu'il peut payer à son arrivée à Paris seulement, s'il a pour répondant un membre correspondant de l'Université Hall.

R.-EL. CHALAMET, Secrétaire.

Résidence Universitaire (Université Hall),
Boulevard St. Michel 95, Paris.

It seems that children attending elementary schools in Austria and Hungary have been accustomed to greet their teachers by kissing their hands. It is stated that this practice has been forbidden by Imperial decree on sanitary grounds.

MR. LIONEL SPRINGFIELD, in the *Daily Mail*, gives an amusing account of the *Horsmonden School Budget*. The editors did not lack enterprise, and secured an article from Rudyard Kipling at the rate of three pence a page, under threat of “cutting up” his next book in their columns, if he refused. The story of the dealings with Lord Rosebery we give in Mr. Springfield's words:—“The success of their tentative method—the Kipling number now fetches a guinea a number, I believe—appears to have led to its adoption permanently. At all events, the latest number of the *Budget* contained an intimation that Lord Rosebery had been induced to promise the editors his photograph. I had some suspicions of the method of inducement employed; and, an application for information made to Lord Rosebery having proved fruitless, I wrote to the editors for their version of the incident. I believe I so far forgot myself as to ask if they had used threats when applying to the Earl. Back came an answer, in which the editors pointed out that, if I said they had threatened Lord Rosebery, they would feel obliged if I would at once inform them of the names of my solicitors. What had happened was this: They had written to the Earl to say that, knowing him to be out of work just now, and thinking he would like a chance of keeping his name before the public, they would like his photograph for reproduction. If his Lordship did not see his way clear to comply with their request, they feared they would be obliged instead to commission Mr. Max Beerbohm to supply them with an eccentric caricature of his Lordship. Lord Rosebery's reply contained a promise to send a photograph. The contents of his letter, however, could not be divulged, ‘because,’ say the editors, ‘he has marked it “private,” probably because of the reference to the offices we are to hold in his next Cabinet.’”

ONE of the proposals for a Gordon memorial of the capture of Omdurman is the establishment of a school at Khartoum, for which £50,000 is considered necessary. A gentleman who prefers to remain unknown has offered through the papers to provide the whole of this sum, if necessary; but he feels that the nation would wish to subscribe to what should be a national memorial.

THE Governors of Pontypridd County School have decided to try the experiment of mixed classes.

MISS GEDDES is the first woman graduate of the University of Edinburgh. The way once made plain, there will be, no doubt, many to follow.

IRELAND comes out badly, in comparison with England and Scotland, in the matter of compulsory attendance. Here are the figures given in

a recent return:—Percentage of regularity in England and Wales, 81.5; in Scotland, 84.45; in Ireland, 63.9.

THE Froebel Society is following up its conference of last month by four courses of classes to be held at St. Martin's Schools, Charing Cross. These take place on Friday evenings or Saturday mornings.

MR. P. A. BARNETT has put forth an interesting syllabus of a course of lectures to be held at the College of Preceptors. This course appears to take the place of the courses that Mr. Findlay is now unable to give. Mr. Earl Barnes is also announced to give five lectures on “Methods in Child-study.”

MR. ASTON BINNS, who lost his life whilst descending the Aiguille de Charmoz, was modern language master at Sherborne School, where he had been for about eight years. Before that he was for a short time at Rugby and Clifton. While he was at Balliol College, Oxford, he gained the Taylorian Exhibition in French and the Taylorian Scholarship in Italian.

A DELIGHTFUL book which has been out of print for the last twenty years is at last republished by Messrs. Isbister—D'Arcy Thompson's “Day Dreams of a Schoolmaster.”

THE Hall of Residence for Women Students attending University College, Liverpool, is now open. The fees have been fixed from £13 to £18 a term, and there are two exhibitions offered of £10 each. The prospectus and full details are to be had on application to the Warden, 163 Wye Lane, Liverpool.

THE Association of Technical Institutions have just issued a lengthy Memorandum in reference to Colonel Lockwood's Bill. The main objection taken is the proposed separation of technical and secondary education, a proposal (it is contended) not only fatal to the interests of education, but opposed to the Government Bill of 1896 and to the recommendations of the Royal Commission. The Memorandum seems somewhat belated, but the A.T.I. hope that, though the Bill itself may never be resuscitated, its promoters are still pursuing their main object to influence the Government Bill of next Session.

WE would once more direct the attention of women students to the St. George's Oral and Correspondence Classes. The range of subjects included widens every year. A full prospectus may be obtained by application to the Secretary, 2 Melville Street, Edinburgh.

THE Lords of the Committee of Council on Education have decided, at the suggestion of the Council of the Society of Arts, to hold during the autumn an Exhibition of Lithography in the buildings of the South Kensington Museum on the west side of Exhibition Road. As lithography was discovered by Senefelder in the year 1798, the present is the centenary year of the invention, and therefore offers a suitable occasion for such an exhibition as is proposed. It is proposed that the exhibition should be opened about November 1, and remain open for four months.

MR. MOSES ANGEL, who died last month at his residence in Maida Vale, was for nearly sixty years Headmaster of the Jews' Free School, which he raised from a comparatively unimportant institution to be, on the authority of Matthew Arnold and others, not only the largest, but the best-managed, elementary school in the kingdom.

A RETURN just furnished to the Hull School Board, in regard to their own schools, shows that one boy works from 60 to 65 hours a week, besides attending school; another from 55 to 60 hours; three from 50 to 55 hours; four from 45 to 50 hours; five from 40 to 45 hours; and 21 from 35 to 40 hours.

MR. F. W. WOODCOCK, B.A., B.Sc. London, has been appointed science master at the new Technical Schools at Lowestoft.

THE Principal of the new Victoria Institute at Worcester is Mr. W. A. Brockington, of the Birmingham and Midland Institute.

MR. BASTOW, of the Salt Schools and Shipley Technical Institute, has been appointed to the Headmastership of the Accrington Technical Schools. His place at Shipley has been filled by Mr. W. P. Winter, of Cheltenham Grammar School.

MR. H. E. WOOLDRIDGE, M.A., Trinity College, Oxford, has been elected to the Slade Professorship.

THE following special classes on the French and German languages have been arranged for teachers at the South-Western Polytechnic, Manresa Road : German, Saturdays, 10-11 ; French, Saturdays, 11-12. Both classes commence on October 1. In these classes the master will, to a certain extent, put himself in the hands of the students to make clear for them any points on which they may wish for information, to direct their reading, and help them on generally.

MR. THOMAS JONES, A.R.C.S., has been appointed Headmaster of the Towyn Intermediate School, where for several years he has been science master.

MR. J. C. TARVER, M.A., the author of "Some Observations of a Foster Parent," has accepted the appointment of Bursar to Clayesmore School, Enfield.

MR. H. C. STEWART, the Kentish cricketer, has been appointed Director of Musical Studies at Tonbridge School. His place as an assistant-master at Wellington College has been taken by Mr. C. Wells, brother of the celebrated footballer.

THE Queen has appointed Mr. Thomas Bailey Saunders, barrister-at-law, to be secretary to the University of London Commissioners, constituted under the University of London Act, 1898.

MR. W. P. RICHARDSON, M.A., Christ's College, Cambridge, senior house master and master of the ower school in Blairlodge School, Stirlingshire, has been appointed the mastership of the lower school, with the boarding house attached, n Warwick School.

MR. J. LATHAM, M.A., LL.D., Mus.Bac., assistant-master at the Royal Grammar School, Sheffield, has been appointed Headmaster of the Thornton Endowed School, near Bradford.

PUBLICATIONS RECEIVED.

- EDWARD ARNOLD.—Limen Latinum: a First Latin Book. By Edward Vernon Arnold, Litt.D. First Part. Price 1s. 4d.—Arnold's Scale Drawing Sheets. Prepared by A. W. F. Langman and A. Whillier. Price 7s. 6d. net.—Harold, the Last of the Saxon Kings. By the Right Hon. Lord Lytton. Abridged and Edited by J. H. Vossall, M.P. Illustrated by Chris. Hammond. Price 1s. 6d.—An Illustrated School Geography. By Andrew J. Herbertson, F.R.S.E., F.R.G.S. With sixteen pages of Coloured Maps. Price 3s.
- G. W. BACON & CO.—Stories of Starland. By Mary Proctor.—Bacon's Chart of Edible Birds.—Dangers of Stone Throwing (Wall Chart).—Bacon's Excelsior Atlas of the British Empire (Exclusive of Africa and the British Isles). Specially prepared to meet the Requirements of the Government Syllabus for the Certificate Examination, June 1899. Price 1s.
- GEORGE BELL & SONS.—The Cathedral Church of Wells: a Description of its Fabric, and a brief History of the Episcopal See. By the Rev. Percy Dearmer, M.A.—Bell's Modern Translations: Dante's Inferno, by H. F. Cary, M.A.; Dante's Purgatorio, by H. F. Cary, M.A.; Dante's Paradiso, by H. F. Cary, M.A.; Moliere's The Affected Ladies, by C. Heron Wall; Moliere's The Learned Women, by C. Heron Wall; Moliere's The Impostures of Scapin, by C. Heron Wall; Racine's Britannicus, by R. Bruce Boswell, M.A.; Racine's Iphigenia, by R. Bruce Boswell, M.A.; Racine's Andromache, by R. Bruce Boswell, M.A.; Goethe's Goetz von Berlichingen, by Sir Walter Scott; Goethe's Hermann and Dorothea, by E. A. Bowring, C.B. Price 1s. each.—Commercial Arithmetic. By C. Pendlebury, M.A., and W. S. Beard, F.R.G.S. Price 2s. 6d.—Personal Narrative of a Pilgrimage to Al-Madinah and Mecca. By Captain Sir Richard F. Burton, K.C.M.G., F.R.G.S. Edited by his Wife, Isabel Burton. With an Introduction by Stanley Lane-Poole. Vols. I. and II.—A Thousand Years of English Church History, from the Earliest Times to the Death of Queen Elizabeth. By L. O. Asplen, M.A. Price 4s. net.—Ovid. Vols. I.-III.
- ADAM & CHARLES BLACK.—Hero and Heroine: the Story of a First Year at School. By ASCOTT R. HOPE. With Illustrations by A. Hitchcock. Price 5s.—Quentin Durward. Edited by H. W. Ord, B.A.—Battle-Pieces in Prose and Verse. From Sir Walter Scott. By J. Higham, M.A.
- BLACKIE & SON.—The Raleigh History Readers, No. VII.: The Growth of Greater Britain. By F. B. Kirkman, B.A. Price 1s. 9d.—The Oxford Manuals of English History, No. III.: England and the Hundred Years' War (1327-1485, A.D.). By C. W. C. Oman, M.A., F.S.A. Price 1s.—Select Tales from Shakespeare. By Charles and Mary Lamb. With Introduction and Notes by David Frew, B.A. Price 1s. 6d.—Elementary Perspective. By Lewes R. Crosskey. Price 3s. 6d.
- WILLIAM BLACKWOOD & SONS.—Foreign Classics for English Readers:—Goethe, Edited by Mrs. Oliphant; Moliere, Edited by Mrs. Oliphant. Price 1s. each.
- CAMBRIDGE UNIVERSITY PRESS.—The Cambridge Series for Schools and Training Colleges: Ode on the Spring, and the Bard, edited, with Introduction and Notes, by D. C. Tovey, M.A., price 8d.; John Bunyan, by Thomas Babington Macaulay, edited, with Introduction and Notes, by Arthur D. Innes, M.A., price 1s.; M. Tullii Cicero's in Catilinam Oratio Prima, edited, with Introduction, Notes, and Vocabulary, by J. H. Flather, M.A., price 1s. 6d.; The Aeneid of Vergil, Book I., edited, with Notes and Vocabulary, by A. Sidgwick, M.A., price 1s. 6d.
- CASSELL & CO.—A Complete Manual of Spelling, on the Principles of Contrast and Comparison, with numerous Exercises. By J. D. Morell, LL.D. 113th thousand. Price 6d.—Chums: Yearly Volume for 1898. Price 8s.
- W. & R. CHAMBERS.—Chambers's Graded Arithmetic, English Code, Scheme "A." Standard V. Price 3d.—Cola Monti: or, the Story of a Genius. By the Author of "John Halifax, Gentleman."—Tennyson: the Story of His Life. By Evan J. Cuthbertson. Illustrated.—Greyling Towers: a Story for the Young. By Mrs. Molesworth. With seventeen Illustrations by Percy Tarrant. Price 2s. 6d.—Horatius. By Lord Macaulay. With Introduction and Notes by Alex. M. Trotter, M.A. Price 2d.—Hermie: the History of a Little Girl. By Mrs. Molesworth. Price 3s. 6d.
- CHATTO & WINDUS.—The Stevenson Reader: Selected Passages from the Works of Robert Louis Stevenson. Edited by Lloyd Osbourne. Illustrated. Price 2s. 6d.
- ARMAND COLIN & CIE. (Paris).—Les Etudes Classiques et la Démocratie. Par Alfred Fouillée. Price 3 francs.
- ARCHIBALD CONSTABLE & CO.—Boswell's Journal of a Tour to the Hebrides with Samuel Johnson, LL.D. With Notes by Scott, Croker, Chambers, and others. In two Vols. Price 2s. each.—A Legend of Reading Abbey. By C. Macfarlane. Edited, with Introduction and Notes, by George Laurence Gomme. Price 3s. 6d.—Beyond the Border. By Walter Douglas Campbell. With one hundred and sixty-seven Illustrations by Helen Stratton. Price 6s.
- J. CURWEN & SONS.—The Pianist's Mentor: a Text-Book for Students of all Grades. By Henry Fisher, Mus.Doc. Price 2s. 6d.
- LIBRAIRIE CH. DELAGRAVE (Paris).—Dictionnaire Général de la Langue Française. By Adolphe Hatfield and Arsène Darmesteter. Part XXIV.
- DUCKWORTH & CO.—Introduction to the Study of History. By Ch. V. Langlois and Ch. Seignobos. Translated by G. G. Herry. With a Preface by F. York Powell. Price 7s. 6d.—A History of Rugby School. By W. H. D. Rouse, M.A. Price 5s. net.
- GINN & CO. (Boston).—Dryden's Palamon and Arcite. Edited, with Introduction and Notes, by George E. Eliot, A.M. Price 1s. 6d.
- GRANT & CO.—The "School Board Chronicle" Edition and Manual of the Code for Evening Schools, 1898-9. Edited by Herbert Cornish. Price 6d.
- GOVERNMENT PRINTING OFFICE, WASHINGTON.—Annual Report of the Board of Regents of the Smithsonian Institution for the Year ending June 30, 1895.
- WILLIAM HEINEMANN.—A History of Spanish Literature. By James Fitzmaurice-Kelly. Price 5s.—Rousseau and Education according to Nature. By Thomas Davidson. ("Great Educators Series.") Price 5s.
- HODDER & STOUGHTON.—Strange Conditions. By Fanny E. Newberry. With eight Illustrations. Price 2s. 6d.
- ISBISTER & CO.—Day Dreams of a Schoolmaster. By D'Arcy W. Thompson. Price 5s.—Gymnastic Stories and Plays, for Primary Schools: Physical Exercises for the first Two Years at School. By Rebecca Stonerod. Price 3s. 6d.—Le Roi des Montagnes. Par Edmond About. With Introduction and Notes, by Thomas Logie, Ph.D. Price 2s.—Von Wildenbruch's "Das edle Blut." Edited, with Introduction and Notes, by F. G. G. Schmidt, Ph.D. Price 1s.
- THE LEADENHALL PRESS.—Anglo-Saxon Superiority: to what it is due. By Edmond Demolins. Translated by Louis Bert. Lavigne. Price 3s. 6d.
- LONGMANS & CO.—Clear Speaking and Good Reading. By Arthur Burrell, M.A. With a Preface by P. A. Barnett, H.M.L. Price 2s. 6d.—The Works of Lord Macaulay: History of England, Vols. V. and VI. (Albany Edition).
- LONGMANS, GREEN, & CO.—The Children's Year Book of Prayer and Praise. By C. M. Whishaw. Price 3s. 6d.—Yule Logs. Edited by G. A. Henty. With sixty-one Illustrations. Price 6s. Notes on Beowulf. By Thomas Arnold, M.A. Price 3s. 6d.
- SAMPSON LOW, MARSTON, & CO.—Upright versus Sloping Writing: an Inquiry into the respective Claims of the Two Styles. By John Jackson, F.E.I.S. Sixth edition. Price 6d.
- MACMILLAN & CO.—Geology for Beginners. By W. W. Watts, M.A., F.G.S. With three hundred and ten Illustrations. Price 2s. 6d.—Forty-One Years in India. By Field-Marshal Lord Roberts. New edition, in one volume. With forty-four Illustrations. Price 10s. net.—Cowper: The Task, Book V. With Introduction and Notes by W. T. Webb, M.A. Price 1s. net.—Corleone: a Tale of Sicily. By F. Marion Crawford. Price 6s.—Homer: The Iliad. Edited, with general and grammatical Introductions, Notes, and Appendices, by Walter Leaf, Litt.D., and M. A. Bayfield, M.A. Vol. II. (Books XXII.-XXIV.). Price 6s.—Girls' Physical Training: a Series of Healthy and Artistic Movements to Music. By Alice R. James. Price 7s. 6d.—The Standard of Life and Other Studies. By Mrs. Bernard Bosanquet. Price 3s. 6d. net.—Infinitesimal Analysis. By William Benjamin Smith. Vol. I. Elementary: Real Variables. Price 14s.—That Little Cutty, and Other Stories. By Mrs. Oliphant. Price 6s.—Ratzel's History of Mankind. Part XXIX. Price 1s. net.—The Economic Journal for September. Price 5s. net.—Grammar of New Testament Greek. By Friedrich Blass, D.Th., LL.D. Translated by Henry St. John Thackeray, M.A. Price 14s. net.—The Epistle to the Colossians: Analysis and Examination Notes. By the Rev. G. W. Garrod, B.A. Price 3s. net.—A Three-Year Preparatory Course in French. Covering all the requirements for admission to Universities, Colleges, and Schools of Science. By Charles F. Kroeh, A.M. Second Year. Price 3s. 6d.—Key to Algebra for Beginners. By the late I. Todhunter, D.Sc., F.R.S., and S. L. Loney, M.A. Price 8s. 6d. net.
- THE MACMILLAN CO. (New York).—The Psychological Review.
- E. MARLBOROUGH & CO.—German Self-taught, with Phonetic Pronunciation. By C. A. Thimm, F.R.G.S. Price 1s.—German and English Commercial Correspondence. By Matthias Meissner. Edited and Revised by C. A. Thimm, F.R.G.S. New and enlarged edition. Price 1s.
- MCDONOUGH'S EDUCATIONAL CO.—McDonough's Poetry for Recitation, with Notes and Illustrations. Book III., price 1s. 2d.; Book IV., price 1s. 2d.; Book V., price 2d.; Book VI., price 2d.—The Townley Standard Geographies. Standard VII. Price 3d.—The Waverley Historical Reader. Book III. Price 1s. McDonough's Object-Lesson Readers. Book II. Price 1s.—McDonough's French Test Cards. Stage I., price 1s. 6d.; Stage II., price 1s. 6d.—McDonough's Latin Test Cards. Stage I., price 1s. 6d.; Stage II., price 1s. 6d.
- ANDREW MELROSE.—By Strange Paths. By Fannie E. Newberry. Price 3s. 6d.
- METHUEN & CO.—A Shorter Greek Primer. By A. M. M. Stedman, M.A. Revised by C. G. Botting, B.A. Price 1s. 6d.—Doctrine and Development. University Sermons by Hastings Rashdall, D.C.L., M.A. Price 6s.—A Book of Devotions. Compiled and Arranged by J. W. Stanbridge, B.D. Price 2s.
- THOMAS MURRY.—Sketches of Geology. Revised by James Monckman, D.Sc. Ninth edition. Price 1s. 6d.
- JOHN MURRAY.—Sermons to Young Boys, delivered at Elstree School. By the Rev. F. de W. Lushington, M.A. Price 3s. 6d.
- THOMAS NELSON & SONS.—The Green Toby Jug, and the Princess who lived opposite: Stories for Little Children. By Mrs. Edwin Hobler. Price 2s. 6d.—Chums at Last: a Tale of School Life. By A. Forsyth Grant. Price 2s. 6d.—The Triple Alliance, its Trials and Triumphs. By Harold Avery. Price 3s. 6d.—The Pirate's Gold: a True Story of Buried Treasure. By Gordon Stables, M.D., C.M. Price 1s. 6d.—Tom Tufton's Toll. By E. Everett-Green. Price 3s. 6d.
- J. & J. PATON.—Paton's List of Schools. Price 1s.
- GEORGE PHILIP & SON.—Essex Past and Present. By George F. Bosworth, F.R.G.S. With three Maps and seventy-four Illustrations. Price 2s.—Essex: Its Geography and History, with a Complete Gazetteer of Boroughs, Towns, and Parishes. For use in Schools. By George F. Bosworth, F.R.G.S. With three Maps. Price 4d.
- G. P. PUTNAM'S SONS.—The Reformer of Geneva: an Historical Drama. By Charles Woodruff Shields. Price 5s.—The Philosophy of Government. By George W. Walthew. Price 5s.
- REVIEW OF REVIEWS OFFICE.—The Adventures of Robinson Crusoe. Retold from the Original of Daniel Defoe. With a Preface by W. T. Stead. Price 6d.—The

Penny Poets: The Merchant of Venice; Some Tales from Shakespeare, by Charles and Mary Lamb; Poems for the Schoolroom and Scholar, Parts I.-IV. RIVINGTONS.—German Prose Composition for Middle and Upper Forms. By R. J. Morich. Price 4s. 6d.—Mathematical Examination Papers for Use in Navy Classes in Schools. By the Rev. J. L. Robinson, M.A. Price 2s. 6d.

SCHOOL BOARD FOR LONDON.—Prospectus of Evening Continuation Schools.

SMITH, ELDER, & Co.—First Aid to the Injured: Six Ambulance Lectures by Dr. Friedrich Esmarch. Translated from the German by H.R.H. Princess Christian. Sixth edition. Price 2s.

SUNDAY SCHOOL UNION.—Blessed Are Ye: Talks on the Beatitudes. By F. B. Meyer, B.A. Price 2s.

SWAN SONNENSCHNEIN & Co.—Biographical Stories. By Nathaniel Hawthorne. Second edition. Price 1s.—The Teaching of Christ on Life and Conduct. By Sophie Bryant, D.Sc. Price 2s. 6d.—A Dialogue on Moral Education. By F. H. Matthews, M.A. Price 3s. 6d.

UNIVERSITY CORRESPONDENCE COLLEGE PRESS.—The Reign of Elizabeth. Reprinted from the Intermediate Text-Book of English History. Vol. II. By C. S. Fearenside, M.A. Price 1s.

T. FISHER UNWIN.—The Industrial and Commercial History of England. Lectures delivered to the University of Oxford by James E. Thorold Rogers. Edited by his Son, Arthur G. L. Rogers. Vols. I. and II. Price 3s. 6d. each.

FREDERICK VERINDER.—Classical Poetry: a Lecture by Stewart D. Headlam. Price 6d.

WARD, LOCK, & Co.—A Master of Mysteries. By L. T. Meade and Robert Eustace. Illustrated by J. Ambrose Walton. Price 5s.—Courtship and Chemicals. By Emily Cox. Illustrated by St. Clair Simmons. Price 3s. 6d.

WHITTAKER & Co.—Programme of the Technological Examinations of the City and Guilds of London Institute, Session 1898-9. Price 10d. net.

UNIVERSITIES AND SCHOOLS.

OXFORD.

SOMERVILLE COLLEGE.—The following students from Somerville College have taken the Final Honour Schools of the University of Oxford this year:—Literæ Humaniores: H. D. Oakeley, Class I.; D. K. Price Hughes, Class III. Modern History: L. M. Hanson, Class I.; H. Chappel, A. F. Davies, E. Fox, M. C. Ross, D. Schuster, F. E. Smale, A. E. Shekleton, D. Schuster, Class II.; F. Cowlard, Class III. English Language and Literature: J. Smith, M. Watt, Class III. Mathematical Moderations: M. L. Steward, Class II. Classical Moderations: M. Scott, Class II.; H. Ereaut, J. Ogilvie, Class III. The following scholarships will be offered for competition in April, 1899: the Clothworkers' Scholarship of £50 a year, tenable at the College for three years, the Pfeiffer Scholarship of £50 for three years, the Winkworth Scholarship of £25 for three years, together with one or more exhibitions of not less than £25 a year. The College opens October 15. Before that date a large number of headmistresses will be received as guests at the College for the approaching Conference assembling at the invitation of the Association for promoting the Education of Women.

UNIVERSITY COLLEGE, LONDON.

The session of the Faculty of Medicine opens on October 3 with a public inaugural address by Mr. Sidney Spokes, at 4 p.m., and that of the Faculties of Arts, Laws, and Science on October 4, with a public introductory lecture by Prof. James Sully, at 3 p.m. The prospectuses of all the faculties show interesting new departures. The departments of modern languages have entirely new syllabuses; in that of German, to which Prof. Robert Priebsch has recently been appointed, in addition to the regular undergraduate work, provision is made for advanced and post-graduate courses in Old and Middle High German, with special study of certain authors, and in German literature of the eighteenth century, all advanced classes being conducted exclusively in German; in that of French there will be special courses on early French and on French literature of the seventeenth century. In the department of English, Prof. Ker will lecture to advanced students on the literature of the eighteenth century, and will conduct classes in Old and Middle English, while Dr. Fortner will give an introduction to Germanic Philology, with reference to Gothic and Old English. In the new Psychological Laboratory, Mr. E. T. Dixon will conduct classes dealing with the physiology and the psychology of the senses and the application of quantitative methods to the study of mental processes. Mr. Dixon will also hold a special course for teachers at a time to be fixed to suit them. Prof. Foxwell will give a special course on the economics of industry, and Prof. Pearson on statistics. In the departments of physics, chemistry, and botany, several special courses have been arranged, and fresh facilities are presented for advanced work. In the department of applied sciences the new municipal engineering section, under Prof. Osbert Chadwick, will commence work, and the scope of the classes in architecture will be much extended.

Among the special lectures in the Indian school, the most noteworthy is a course on the history, civilization, religion, and literature of the ancient Hindus, by Mr. Romesh Dutt, on Wednesdays and Fridays at 6.30.

Mr. L. N. G. Filon, Gold Medallist in Mathematics at M.A. (Lond.), has been elected to a Science Research Scholarship of £150 per annum by H.M. Commissioners for the Exhibition of 1851;

Dr. Wallace Walker, assistant to Prof. Ramsay, has been appointed to the McDonald Chair of Chemistry at McGill University, Montreal.

BEDFORD COLLEGE, LONDON.

The inaugural address will be delivered on the first day of the Michaelmas term, Thursday, October 6, at 4.30 p.m., by Professor Silvanus Thompson, D.Sc., F.R.S., who will probably take the passing of the London University Act as a prominent topic.

In addition to the usual courses in preparation for the degrees of the University of London in Arts and Science, and for other examinations, Hygiene Course, Art School, the College is prepared to admit students to "College Courses," either "general" or "special," designed to meet the requirements of students who propose to work systematically for either two or three years, but are not proceeding to any degree examination. A student entering for a "College course" must produce evidence of her fitness to join one of the courses. She will be free to choose her subjects, the only condition being that they must be related to one another in such a manner as to satisfy the Principal and lecturers concerned. A "general course" consists of eight hours' instruction a week in two groups of subjects, either both in arts or both in science, the only limitation to the subjects being that those in each group must be related. A "special course" consists of eight hours' instruction a week, and is planned so as to give a student a thorough knowledge of one branch of knowledge and of its sources. English Literature for a "general course" will include lectures on the History of the Language and Literature on Mondays and Thursdays, at 12.30; and for a "special course," lectures on the Eighteenth Century, Mondays and Thursdays, 10 a.m.; introductory lectures, October 6. These will be given by T. Gregory Foster, B.A. London, Ph.D. Strasburg.

UNIVERSITY COLLEGE OF SOUTH WALES, CARDIFF.

The results of the Entrance Scholarship Examination of the University College of South Wales and Monmouthshire, Cardiff, were published September 24. In consequence, the following will enter Aberdare Hall, the residence for the women students: Miss Mabel Mordey, from the Mount School, York, to whom has been awarded a Caroline Williams Scholarship, tenable for three years at Aberdare Hall, and who will enter University College as a medical student; Miss Mary Salmon, from the Swansea Intermediate School, to whom has been awarded a second Caroline Williams Scholarship, and who will enter upon the course for the B.A. degree of the Welsh University; and Miss E. C. Williams, from the County School, Brecon, who has gained an exhibition, and who also will enter upon the course for the B.A. degree.

SCOTLAND.

The Aberdeen University "Calendar" for the ensuing academical year is issued in two parts, with a supplement. There is probably some convenience in keeping the historical and more permanent Part I. distinct from the fluctuating contents of Part II.; but some things cannot be discovered without consulting both volumes. The regulations about the new Diploma in Education are mainly in Part I., but some of them are only fully explained in Part II. This Diploma can only be obtained by those who have been educated in a training college recognized by the University, or have gone through their course of training for teachers in the Normal Department of the University, or have been teachers for at least two years in some secondary school, if such practical experience be approved as sufficient by the University. Candidates must then become matriculated students of the University, and attend a full course of lectures on education (Aberdeen has a Lecturer on Pedagogics, not yet a Professor), and also a course of fifty lectures on those portions of psychology and ethics which underlie the theory of education, unless they attend full courses of logic and moral philosophy. The examination for the Diploma is to be partly written and partly practical. Any attempt to bring the Universities into closer connexion with the teaching profession deserves to be noted, and the results of this new Diploma at Aberdeen will be watched with interest.

Mr. Haldane, the Member of Parliament for East Lothian, who has done so much to help forward the scheme of a teaching University for London, has made some important speeches on educational questions. Public opinion in Scotland needs to be roused to the deficiencies, not only of technical, but of secondary, education generally in the country. Scotland has (as we are always being told) since the Reformation had an excellent system of elementary education; but the provision for secondary education is unsatisfactory, and what there is is unorganized and rather haphazard. One consequence of this has been that the Universities have had to teach elementary classics and mathematics, which can be much better taught at school. This evil is disappearing, but only gradually. The "Junior Classes"—for those who have not yet passed the Preliminary Examination—still exist. The statesman who will provide a really efficient and well-organized system of secondary or intermediate education for Scotland will deserve lasting honour; but he has a hard task before him in awakening the public.

Several important appointments have been made in the University of St. Andrews. The new medical Chairs of Pathology and Midwifery

have been filled by the election of Dr. Robert Muir, of Edinburgh, and Dr. J. A. Campbell Kynoch, of Dundee, respectively. These gentlemen will, of course, teach in Dundee, and, with their appointment, the Medical Faculty of the University of St. Andrews is all but complete. The election to the *Materia Medica* Chair has been deferred. Mr. Alfred Mercier, the Lecturer on French in the University of Glasgow, has been appointed at St. Andrews. There were fifteen candidates for the Lectureship. Mr. Robert Latta, M.A. and D. Phil. of Edinburgh University, has been made Lecturer on Philosophy in Dundee College. He has for some time been Assistant-Lecturer in Logic in St. Andrews, and has just completed a translation and edition of Leibniz's chief philosophical works, published by the Oxford University Press. Miss Amelia Hutchison Stirling, M.A. Edin., has been appointed Examiner in History. She is a daughter of the veteran philosopher who wrote "The Secret of Hegel" many years ago, and, according to some Philistine critics (Dr. Stirling tells the story himself), has kept the secret very well. Miss Stirling is herself the author of "The Torchbearers of History," and has edited translations of Spinoza along with Dr. Hale White. This is the first time a woman has been appointed examiner in a Scottish University; but Oxford, though refusing degrees to women, once employed Mrs. Humphry Ward as Examiner in Spanish.

Twelve students of the St. George's Training College entered as candidates for the last Cambridge Teachers' Certificate Examination with the following results:—Practical Part, Class I., 6; Class II., 5; Class III., 1. Theoretical Part, Class I., 3; Class II., 4; Class III., 4. Only seven First Class Theoretical Certificates were awarded altogether, and three of these were gained by students trained at the St. George's Training College. The following students of the past session have obtained appointments as assistant-mistresses in public or important schools:—Miss Davidson, Kilburn and Brondesbury High School for Girls; Miss Mitchell, Preparatory Department, Perth Academy; Miss Lucy Harris, Diocesan School for Girls, Grahamstown, South Africa; and Miss Wilson, School for Girls, Lahore. Miss Croal, a student of a previous session, has been appointed Mathematical Lecturer at the Maria Grey Training College, London.

IRELAND.

The Report of the Commissioners of National Education, recently published, shows that the schools in operation in Ireland, on December 31, 1897, were 8,631. Of these 500 are not yet free from school-fees. The number of children on the rolls was 816,000, a considerable decrease on the previous year, but not greater perhaps than the steady decline in the population would account for. The average daily attendance is only 63.9. It is to be hoped that the provisions for compulsory attendance embodied in the new Local Government Act will be actively enforced.

The reports of the five Head Inspectors give a concrete picture of the Irish schools. There is much dissatisfaction felt by the teachers with these reports. Although the Inspectors all say that they find instances of good schools and able and conscientious teachers, yet, on the whole, they dwell almost entirely on the defects in both. It is plain that the inspectors highly disapprove of the payment by results system, which is retained in the schools, and of many of the existing rules. They naturally therefore dwell on the evil effects of what they seek to have altered. Nor do they blame the teachers individually, but the system which forces the latter into a certain groove. To begin with, only 46.2 per cent. of the teachers are trained. Then, in each school the teacher has larger numbers than he can manage, and many different classes and programmes to carry out. This necessitates the use of monitors. The head teacher is occupied in teaching one class, and can give the monitors little training or supervision. To their tender mercies some of the remaining children are left, while a considerable number are doing nothing whatever. The teaching is nearly wholly drilling memory-work into the children's heads—getting by heart the answers to the questions that will be asked in the examinations. Little or no effort is made to develop intelligence, to train in good habits or high moral tone. The teacher gets no reward for such things—for the total good influence his school may exert—consequently they are neglected. Nor is there any encouragement to keep the buildings in good order, comfortable, or attractive. One bad feature is that children who do not make a hundred attendances in the year are not examined at all, and no results fees are paid on them. They are consequently neglected even on the few days they do go to school. The Inspectors also complain that the greater portion of their own time is taken up in examining, and that little remains for any thorough inspection. These reports are an instructive commentary on a system and a state of things which the teachers, equally with the Inspectors, have long protested against.

The Central Association of Irish Schoolmistresses have presented a memorial to the Lord Lieutenant asking that some experts in secondary education, as carried on in this and other countries, shall be appointed to act with the Commissioners already appointed to inquire into the working of the intermediate system.

They point out that the matters that will be brought under consideration will be of the highest importance, as the intermediate system affects the whole of Irish secondary education, and the changes introduced

as the result of this inquiry will probably continue in force for a considerable time, and have far-reaching effects on the character and education of many generations and on the whole welfare of the country.

It is therefore essential that the ablest and most experienced educationalists that can be obtained should assist in conducting the inquiry, and take part in framing the recommendations which, when acted upon, will have so wide and deep an influence.

In view of the fact that the intermediate system affects the education of girls equally with that of boys, they also "specially desire that among such appointments, some ladies experienced in the best methods of education should be included."

Some of the northern headmistresses have not joined this memorial, apparently thinking that its request—the reasonableness of which is self-evident—might seem to imply a censure on the present Commissioners.

It is generally believed that some, at least, of the heads of schools desire few or no changes in a system which brings them in substantial results fees, and to suit which their schools are now arranged.

The memorial has been warmly approved of by the Dublin press, which, indeed, since the announcement of the Commission, has been asking for the same thing—the appointment of men versed in education to conduct the inquiry and help in framing the recommendations. The Irish Branch of the Teachers' Guild are also sending to the Government a memorial to the same effect.

The Commissioners have sent to the various Township Commissioners the "Queries" asking for their opinion of the system. It is to be hoped that the members of these bodies will give whatever experience they may have of the qualities shown by boys turned out by the system. This is a kind of evidence that is difficult to obtain. Teachers can give but little of it.

One of the greatest defects in the present intermediate system is the neglect of science. The Royal Dublin Society took up this matter before the appointment of the Commission. It is hoped they will still interest themselves in it, to obtain the appointment of some men acquainted with the methods of good science-teaching on the Commission. None of the present Commissioners is a scientist, and they would probably be unable to draw up a good scheme for the encouragement of science-teaching under the intermediate system.

A meeting of the Central Association of Irish Schoolmistresses was held at Alexandra College on the 19th September, at which Miss Channey, from England, read a paper on "The Organization of Secondary Education," in which she gave an account of what had been done in England in the matter.

Campbell College, which, notwithstanding its great endowments, has had a strange and disastrous history up to the present, seems at last to have some prospect of success. The government of the school has been entirely reorganized, although Mr. McNeil, who had incurred so much odium, is still Headmaster. The school now sends in pupils for the Intermediate examinations, and this year one of the first places was won by a Campbell College student. As a matter of fact, there are too many schools in and about Belfast, and were the Campbell College to flourish in proportion to its endowment, the other large schools would suffer from a decrease in the number of their pupils.

The Irish University question has for many months been slumbering, and the last rumours hinted that the present Government were by no means anxious to undertake its settlement. Mr. Haldane, M.P., recent speech in Haddington in favour of a Catholic University seems, however, to revive the question. He lays down restrictions in order to ensure real education being given, and to restrain the dominance of the clergy. It is the entire ineffectiveness of any restrictions that have yet been mentioned to secure either result that makes the problem so difficult of solution, and which has probably paralyzed the efforts of the present Government. There is another point of view. Mr. Balfour, in declining to admit clergymen to sit on the new local Councils, remarked that only the Bishops had asked for such a change in the Bill, and that "the Bishops were not the Irish people." He may have discovered that the same facts hold good in regard to the demand for a University under the Catholic Church.

SCHOOLS.

BROMSGROVE SCHOOL.—I hope it is not too late to chronicle our great function at the end of last term, the opening of the Millington Laboratory, erected by old Bromsgrovians and friends of the school, to celebrate the completion of the twenty-fifth year of Mr. Millington's headmastership. The subscriptions exceeded £1,000, and the building is not only well fitted for its purpose, but of high architectural merit. At the commemoration service in the parish church, the Master of Trinity College, Cambridge, preached an impressive sermon on *esprit de corps*, illustrated by anecdotes of public-school worthies, told in Dr. Butler's happiest style. Besides the usual festivities, there was a performance of "Twelfth Night," in Big School, on three nights, by an amateur company. By a happy coincidence, a new boarding house, to hold fifty boys, is opened this year.

CHELTENHAM LADIES' COLLEGE.—University of London.—In the Intermediate Arts, H. Wilson passed in Honours; W. Atwool, C. Linder,

(Continued on page 614.)

Blackie & Son's New Books.

Blackie's Latin Series.

General Editor—R. Y. TYRRELL, Litt.D., D.C.L., late Regius Professor of Greek in the University of Dublin.

A new Series of Latin Classics, edited for the use of Schools. Each volume will be illustrated from Antique Art, and will be provided with Introduction, Notes, Maps, Appendices, English Exercises (in the case of prose authors), and complete Vocabulary. Special attention will be paid to the get-up of the several volumes, which will be set up at the Clarendon Press, and bound in a cover designed by Mr. TALWIN MORRIS. The first volume is now ready.

HORACE.—THE ODES. Book I. Edited by STEPHEN GWYNNE, B.A., late Scholar and Hulmeian Exhibitioner of Brasenose College, Oxford. Crown 8vo, cloth, 1s. 6d. (Books II., III., and IV. are in preparation.)

CICERO.—THE CATILINE ORATIONS. Book I. Edited by C. HAINES KEEFE, M.A., Professor of Greek in Queen's College, Cork. *[In the press.]*

VIRGIL.—THE AENEID. Book III. Edited by W. J. M. STARKIE, M.A., Fellow of Trinity College, Dublin. *[In the press.]*

LIVY. Book I. Edited by J. BROWN, B.A., Assistant to the Professor of Humanity, Glasgow University; Editor of "Caesar." *[In preparation.]*

THE MEDEA OF EURIPIDES. Edited by P. B. HALCOMBE, M.A., King's College, Cambridge. Illustrated. Crown 8vo, cloth, 1s. 6d. *[Nearly ready.]*

* * This edition is specially suited to candidates in the Examinations of the College of Preceptors, the lyrical parts being omitted from the Greek text, but the omission being supplied by a rendering into English prose.

LATIN UNSEENS. Graduated Passages of Prose and Verse, selected mostly from Examination Papers. Intermediate Section, 4d. *[Just published.]* Junior Section, 3d. Senior Section, 6d.

English.

THE OXFORD MANUALS OF ENGLISH HISTORY.

General Editor—C. W. C. OMAN, M.A., F.S.A., Fellow of All Souls College, Oxford.

With Maps, Genealogies, and Index. Six fcap. 8vo Volumes, neatly bound in cloth, price One Shilling each.

No. III. JUST PUBLISHED, completing the Series.

I. THE MAKING OF THE ENGLISH NATION (55 B.C.—1135 A.D.). By C. G. ROBERTSON, B.A., Fellow of All Souls College, Lecturer in Modern History, Exeter College.

II. KING AND BARONAGE (1135–1328). By W. H. HUTTON, B.D., Fellow and Tutor of St. John's College; Examiner in the Honour School of Modern History.

III. ENGLAND AND THE HUNDRED YEARS' WAR (A.D. 1327–1485). By C. W. C. OMAN, M.A.

IV. ENGLAND AND THE REFORMATION (A.D. 1485–1603). By G. W. POWERS, M.A., sometime Scholar of New College.

V. KING AND PARLIAMENT (A.D. 1603–1714). By G. H. WAKELING, M.A., Fellow of Brasenose College.

VI. THE MAKING OF THE BRITISH EMPIRE (A.D. 1714–1832). By ARTHUR HASSALL, M.A., Student and Tutor of Christ Church.

THE GUARDIAN says:—"Mr. Robertson's book (No. I.) is of very high merit. The central idea, indicated by the title, is kept in view throughout, and forms as it were the matrix by means of which the too often puzzling intricacies of our early history are moulded into a shapely and orderly whole. The language is scholarly and picturesque, the facts are judiciously selected, and the laws of historical perspective are closely observed."

THE ATHENÆUM says:—"The book (No. II.) is bright, careful, and judiciously planned. . . . It contains a good deal of sound history neatly put in a small compass, and yet is by no means a collection of dull facts."

English—continued.

SHAKESPEARE.—KING LEAR. Edited, with Introduction and Notes, by H. A. EVANS, M.A., Balliol College, Oxford. Fcap. 8vo, cloth, 8d. *[In October.]*

The New Volume of Blackie's Junior School Shakespeare.

LAMB.—SELECT TALES from SHAKESPEARE. Edited, with Introduction and Notes, by DAVID FREW, B.A. Crown 8vo, cloth, 1s. 6d.

CAMPBELL.—THE PLEASURES OF HOPE. Edited, with Introduction and Explanatory Notes, by W. KEITH LEASK, M.A., and GEORGE H. ELY, B.A. Fcap. 8vo, cloth, 8d.

French.

MODERN FRENCH TEXTS.

General Editor—FRANCIS STORR, B.A., Chief Master of Modern Subjects in Merchant Taylors' School.

Fcap. 8vo, cloth.

SELECTIONS FROM TAINÉ. Edited by FRANCIS STORR, B.A. With an Introduction by C. SAROLEA, Ph.D., D.Litt. 1s. 6d. *[Just published.]*

THE ACADEMY says:—"Mr. Storr has done good service in these excellent 'Selections from Taine' made and introduced by C. Sarolea. The Introduction amply justifies the choice. Mr. Storr's notes are short, but to the point, and well fitted to stimulate the intelligence of boys. No better reading-book could be used with thoughtful pupils."

THE GUARDIAN says:—"The text provides a liberal education in style, philosophy, and criticism; the notes are apposite, and the book is cheap and handy. It should be thoroughly acceptable to classes sufficiently advanced to couple linguistic practice with mental culture in its wider sense."

LETRES DE PAUL-LOUIS COURIER. Edited by J. G. ANDERSON, B.A., University Prizeman in French. 1s.

THE COURT OF SPAIN UNDER CHARLES II. By PAUL DE SAINT-VICTOR. Edited by FRANCIS STORR, B.A. 1s.

VOYAGES EN ZIGZAG. By RUDOLPHE TÖPFFER. Edited by ASCOTT R. HOPE. 1s.

THE SIEGE OF PARIS. By FRANCISQUE SARCEY. Edited by F. B. KIRKMAN, B.A. 1s.

LES TRAPPEURS DE L'ARKANSAS. By GUSTAVE AIMARD. Edited by MARGUERITE NINET. 1s.

FRENCH STORIES. A Reading Book for Junior Forms. With Notes, &c. By MARGUERITE NINET. Fifth Edition. Fcap. 8vo, cloth, 1s.

Mathematics.

LAYNG'S ARITHMETIC. By A. E. LAYNG, M.A., Editor of "Layng's Euclid." Crown 8vo, cloth.

Part I.: *Notation to the Unitary Method.* With or without Answers, 2s. 6d.

Part II.: *Unitary Method to Scales of Notation, &c.* With or without Answers. 2s. 6d.

Complete Arithmetic, with Answers, 4s. 6d.

EXERCISES IN ARITHMETIC. By A. E. LAYNG, M.A. Being the Exercises of the above, published separately. Crown 8vo, cloth.

Part I.: 5,000 Exercises. Without Answers, 1s.; with Answers, 1s. 6d. Answers, 6d.

Part II.: 3,500 Exercises. Without Answers, 1s. 6d.; with Answers, 2s. Answers, 6d.

HIGHER ARITHMETIC AND MENSURATION.

For Civil Service, University, Army, and Teachers' Examinations. By EDWARD MURRAY, Assistant Surveyor of Taxes, Inland Revenue (1st place), Mathematical Master at the Civil Service Institute, Dublin. Crown 8vo, cloth, with Answers, 3s. 6d.

A NEW SEQUEL TO EUCLID. By Prof. W. J. DILLWORTH, M.A. (T.C.D.). Part I.: *Exercises on the First Three Books of Euclid.* Crown 8vo, cloth, 1s.

COMPLETE CATALOGUE OF EDUCATIONAL WORKS ON APPLICATION.

BLACKIE & SON, LIMITED, 50 OLD BAILEY, LONDON, E.C.

and E. Wakeman in Division I.; A. Davis in Division II. In the Intermediate Science, K. Jeffries Davis passed in Division I.; H. Pearce in Division II. At the University of Cambridge Higher Local Examination, D. D. Mitchell and M. M. Pearce each gained Newnham scholarships for £50. Three prizes of five guineas were gained by D. D. Mitchell, M. M. Pearce, and M. M. Rogers. Thirty-four First Class Honours were taken, viz.:—three in Mathematics, eleven in English Language and Literature, eleven in History, five in Geography, three in Ancient and Modern Languages, and one in Divinity. At the Oxford Senior Local, E. M. Smith gains half the exhibition of £30 offered by the Delegates of Local Examinations to the girl candidate who is placed highest in the Honour List. Sixty-six candidates passed in the Honour List, eight in the Second Class, ten in the Third. Six candidates were excused the First University Examination for Women; fifteen excused French, and six German, as additional subjects in Responsions. Ten were distinguished in Religious Knowledge, twenty-five in English, two in Political Economy, ten in French, and three in German. In the Junior Examination sixteen passed. At the University of Cambridge Teachers' Examination thirteen pupils passed, five of whom took a First Class in the Practical part, and one in the Theoretical.

IPSWICH HIGH SCHOOL.—A unique idea has just been carried out by the Old Girls' Association of the Ipswich High School. In order to celebrate the twenty-first year of the school's history, a general meeting was organized to which old girls from all parts of the world were invited. Arrangements were made for the entertainment of guests from a distance by friends in the town; more than four hundred old girls accepted the invitations issued by the Association, glad of the opportunity to renew their connexion with the school and with Miss Youngman, who has been Headmistress since its opening in 1878. The celebrations were maintained throughout with much spirit and enthusiasm, testifying in every detail to the loyalty and affection of those present. The proceedings were entirely organized and carried out by those members of the Association resident in Ipswich. On Tuesday, September 15, a reception of old girls and mistresses was held at the school by Miss Youngman, who, by special request, gave a short address. Wednesday's proceedings included a meeting in the morning at the High School for the reading and discussion of educational papers, a bicycle gymkhana in the afternoon, and a concert in the evening; those taking part were mainly old High School girls. Thursday morning was spent in outdoor games, the afternoon in various excursions, and in the evening a *soirée* was held in the Town Hall, to which the parents of present pupils and other friends were also invited by the Association. Mrs. Fawcett kindly consented to be present on this occasion, and gave an address to old High School girls. She spoke of the advance of women's education and the stimulus it had received from the Girls' Public Day School Company in general, and the Ipswich High School under Miss Youngman in particular. Miss Gurney, a member of the Council of the Girls' Public Day School Company, also accepted an invitation to Ipswich, and was present throughout. In accordance with the request of many old girls, the celebrations were concluded with prayers at the High School on Friday morning.

NOTTING HILL HIGH SCHOOL.—H. Wodehouse gained in mathematics the first scholarship awarded at the Gorton Entrance Examination in June, Mary Newman in classics the first scholarship awarded by the Governors of the Royal Holloway College, and Caroline Musson was awarded a scholarship at St. Hugh's Hall, Oxford. Of the fourteen candidates who entered for the June Matriculation of London University twelve passed: G. Exton, D. Fairfield, M. Fitt, N. Longridge, O. Schwabacher, and M. Willan, in Division I.; N. Harris, A. Hunt, R. Martin, M. Miller, D. Scialtiel, and M. Smyth, in Division II. In the Intermediate Arts Examination both candidates passed: H. Mead in the First and C. Smith in the Second Division. All the eleven candidates for the Oxford and Cambridge Board Higher Certificate obtained their full certificates: O. Blyth, A. Child, F. Clears, M. Gibb, M. Rooke (with distinction in French), F. Starr, M. Stuart (with distinction in History), W. Taylor, E. Watson, N. Whitaker, and D. Wright. In the Oxford Local Examination, all the Senior candidates passed: A. Beale, L. Benn, V. Huntley, M. Lingwood, R. Nichols, W. Price, E. Wolsley (with distinction in Shakespeare), and G. Mitchell; while four of the seven Juniors passed: W. Barrett, M. Dunlop, E. Gaze, and M. Haig-Thomas (the last with distinction in French). During this year an important addition has been made to the school buildings—a large science room has been built, well equipped for practical work in both physics and chemistry.

ROSSALL.—Amidst general regret, Captain Robertson, the Bursar, has retired, after twenty-five years' service, with the good wishes of all in his well-earned rest. He has been succeeded by Mr. Claude Ansted, late secretary to Rugby School. The three exhibitions of this year were awarded to W. K. Armitstead, G. R. Pocklington, F. Worthington; Lord Egerton's prize fell to Armitstead, the Ainslie Prize (Mathematics) to Worthington. In the Examination of the Oxford and Cambridge Board, twenty-nine candidates obtained certificates, including ten distinctions. Armitstead obtained distinction in three subjects—Greek, Latin, Scripture. T. W. Parkinson and E. R. O'Hara have passed into Sandhurst.

BLACKIE & SON'S NEW BOOKS

THE GREAT CAMPAIGNS OF NELSON.

St. Vincent, The Nile, Copenhagen, Trafalgar. By WILLIAM O'CONNOR MORRIS, M.A., sometime Scholar of Oriel College, Oxford. With Maps and Diagrams from Captain MAHAN'S "Sea-Power," and a Portrait of Lord Nelson. Crown 8vo, cloth, 3s. 6d.

SKETCHES OF THE GREEK DRAMATIC

POETS. By C. HAINES KEENE, M.A., Professor of Greek in Queen's College, Cork. Crown 8vo, cloth, 3s. 6d.

* * This volume contains Essays on Aeschylus, Sophocles, Euripides, and Aristophanes, and on the Classical and Romantic Drama.

LANDMARKS IN ENGLISH INDUSTRIAL

HISTORY. By GEORGE TOWNSEND WARNER, M.A., sometime Scholar of Jesus College, Cambridge. Crown 8vo, cloth, 5s.

* * The purpose of this book is to give an idea of the main features of our Economic History, and to show the continuity and far-reaching consequences of certain events and policies upon the development of England's Industrial Wealth and Power.

THE VICTORIAN ERA SERIES.

Crown 8vo, cloth, 2s. 6d. each.

General Editor—J. HOLLAND ROSE, M.A., late Scholar of Christ's College, Cambridge.

This series is designed to form a record of the great movements and developments of the age, in politics, economics, religion, industry, literature, science, and art, and of the life-work of its typical and influential men.

New Volume.

PROVIDENT SOCIETIES AND INDUSTRIAL WELFARE. By E. W. BRABROOK, C.B., Chief Registrar of Friendly Societies. *October 15th.*

Already published.

THE RISE OF DEMOCRACY. By J. HOLLAND ROSE, M.A.

THE ANGLICAN REVIVAL. By J. H. OVERTON, D.D., Canon of Lincoln.

JOHN BRIGHT. By C. A. VINCE, M.A., late Fellow of Christ's College, Cambridge.

CHARLES DICKENS. By GEORGE GISSING.

THE GROWTH AND ADMINISTRATION OF THE BRITISH COLONIES, 1887-1897. By the Rev. W. P. GRESWELL, M.A.

THE FREE-TRADE MOVEMENT AND ITS RESULTS. By G. ARMITAGE-SMITH, M.A., Principal of the Birkbeck Institution.

ENGLISH NATIONAL EDUCATION. By H. HOLMAN, M.A., formerly Professor of Education, University College, Aberystwyth.

Forthcoming Volumes. Published Monthly.

CHARLES KINGSLEY AND THE CHRISTIAN SOCIAL MOVEMENT. By the Very Rev. C. W. STUBBS, D.D., Dean of Ely.

THE GROWTH OF LONDON, 1837-1897. By G. LAURENCE GOMME.

RECENT ADVANCES IN ASTRONOMY. By A. H. FISON, D.Sc. Lond.

THE SCIENCE OF LIFE. By J. ARTHUR THOMSON, M.A. Edin.

INDIAN LIFE AND THOUGHT SINCE THE MUTINY. By R. P. KARKARIA, B.A., Principal, New Collegiate Institute, Bombay.

Other Volumes to follow.

The Rise of Democracy.—"Many books have been written on this subject during the last few years, but we can recall none that treats the period before and after Chartism with a fuller knowledge or with a clearer eye for the points at issue."—*The Times*.

The Anglican Revival.—"A model of what such a book ought to be. It is clear, definite, and pointed in its language, thoughtful and independent in its judgment, always impartial and often graceful in its characterization, and bears on every page the distinction, undefinable but unmistakable, of being written by a man who knows thoroughly well what he is talking about."—*Guardian*.

Charles Dickens.—"In truth I have read nothing about Dickens which has pleased me half so well. An admirable little book. I wish it no worse fortune than to be read by a twentieth part of Dickens' public."—W. E. HENLEY in *The Outlook*.

Catalogue of Standard and Popular Works on application.

LONDON: BLACKIE & SON, LIMITED, 50 OLD BAILEY, E.C.

CONTENTS.

	PAGE
OCCASIONAL NOTES	627
TECHNICAL EDUCATION	630
TEACHERS' REGISTRATION BILL	631
REVIEWS AND MINOR NOTICES	632
Life and Letters of Edward Thring (Parkin); Introduction to the Study of History (Langlois and Seignobos); A Dialogue on Moral Education (Matthews); New Music, &c., &c.	
GIRLS' HIGH SCHOOLS AND THE UNIVERSITIES. BY ARTHUR SIDGWICK	639
JOTTINGS	642
CALENDAR FOR NOVEMBER	644
CHRISTMAS BOOKS	646
SAFE NOVELS	648
POETRY:—FIVE SONNETS OF GOD'S JUSTICE	649
THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND	649
PRIZE COMPETITIONS	650
CONFERENCE OF HEADMISTRESSES AT OXFORD	663
CORRESPONDENCE	664
The Oxford Conference; The High-School Homes of Denmark; Education Budgets.	
THE AIMS OF MODERN LANGUAGE INSTRUCTION AND THEIR REALIZATION. BY F. B. KIRKMAN	666
AMERICAN WOMEN—SOME RESULTS OF THEIR EDUCATION. BY C. S. BREMNER	667
COLONIAL AND FOREIGN NOTES	669
UNIVERSITIES AND SCHOOLS	671

OCCASIONAL NOTES.

WHEN the Duke of Devonshire introduced the Board of Education Bill he expressed a hope that the questions involved would be freely discussed during the recess. So far there is little to report. This is partly owing to the fact that there is scarcely anything in the Bill to discuss, when it is taken by itself, apart from the Duke's speech. To change the name of the present Committee of Council on Education and to assign to it certain functions of the Charity Commission may involve a revolution in secondary education; or it may equally well mean that the *status quo* will be maintained. Probably before the Bill is re-introduced it will undergo modifications or receive additional clauses. To advise the Government as to the views of the profession it is imperative that the Joint Committee convened by the College of Preceptors should again meet. The Report of the Commissioners of 1895 may still be taken as a common basis of agreement. The I.A.H.M. has seemed to suffer a temporary aberration in support of Colonel Lockwood's Bill, but that Association will, we hope, return to its former faith in the Commissioners' Report.

THE County Councils Association and the County Boroughs Association are to be congratulated upon the result of their conference on October 20, upon the subject of the Local Authority for secondary education. Briefly it may be stated that the County Boroughs have agreed to abandon once and for all their support of the non-County Boroughs, and to accept the County area as marked out by the Royal Commission. It was only the union of all boroughs in one Municipal Corporation Association that made the non-County (or little area) case formidable, and the transference of the two hundred votes commanded by the County Boroughs in the House of Commons to the County Council side ought to settle this question for good, and stiffen the back of even the present Government to deal with it. The County Councils agree, in return, to support the amendment of the Royal Commission's County Borough

recommendation, so that the County Borough Council shall have one-half, and not only one-third, of the representatives on the new Local Authority, the School Board (where existing) having its representation cut down accordingly. Procedure by scheme, as proposed by Prof. Jebb's Committee, is generally accepted by both bodies, and the representation of secondary and elementary education authorities (*i.e.*, school governors, School Boards, and school managers) is also agreed to. The Royal Commission Report in respect of County Boroughs if they have no School Board (a case not taken into proper account by the Commission) is further amended by the declaration that, in this case, the administrative County model scheme, and not the County Borough proposal, shall apply. More than half the County Boroughs will thus have no direct elementary school representation. Universities are also to be represented as proposed by the Commission, but the associations of teachers need not apply, though, by implication, the claims of "experts" appear to be admitted.

IT was a happy notion to bring together headmistresses and University dons at Oxford to discuss the relations of girls' schools to the University. Whatever opinion may be held as to the advisability of allowing women to formally matriculate and graduate, it is impossible to blink the fact that, to all intents and purposes, both Oxford and Cambridge are open to women students. It follows naturally that headmistresses want to know more definitely what will be expected from their girls; and University teachers want to point out what they deem to be insufficiencies in the present school curriculum. The result of the Conference will certainly be that a large number of schools will model their curricula more closely on lines leading up to University courses of study, and this will be in itself valuable. At the conclusion of the Conference a special discussion on modern language teaching was held. The views enunciated were practically equal in number to the list of speakers. But there seemed to be general agreement on the one point that at present too little attention is paid in school to modern languages, and that girls on leaving school are not fit to enter upon University studies without a year's preliminary specializing.

THE London Chamber of Commerce is determined that the effect of its highly successful Guildhall Conference on Commercial Education shall not be allowed to pass away without permanent result. Within a week of the Conference itself, a standing Committee was formed to carry out its general programme, and this body instructed a Sub-Committee, consisting of Mr. Macan, Mr. F. Oldman, and Dr. Scott, to employ the summer holidays in drafting a manifesto dealing with the whole of the salient points upon which the Conference appeared to be fairly unanimous. The holiday task was duly performed, and the whole Educational Committee has already held two meetings devoted to the revising of the draft line by line. This ordeal safely over, the manifesto will be issued *urbi et orbi*, and County Councils, City Companies, Chambers of Commerce, and educational associations all over the kingdom will be exhorted to take steps to organize the various grades and supply the necessary funds in their respective localities. The general draft of the proposals is that secondary schools should have their teaching staff strengthened on the modern side, with a view to giving more attention to languages, geography, and similar subjects, and that selected pupils, of ages varying from sixteen to eighteen, should have opportunities for highly specialized commercial instruction in colleges attached to the various local Universities. Greater encouragement is also to be given to commercial classes in

polytechnics, and these are to be much more advanced in their character and practical in their applications than is generally the case at present. An attempt is to be made to get grants from the Government or from local sources—grants supplementary to those of the Science and Art Department, but paid not on subjects, but upon the general efficiency of the teaching in the institution concerned. There is really no reason, except one that appeals to the Treasury only, why South Kensington should not have such an addition to its funds as would enable commerce to be placed in a position as favourable as science and art.

MEANWHILE the London Chamber has not forgotten its first love, the Commercial Examinations scheme. The Committee managing this work has been strengthened by the addition of a few of the more truculent educational reformers belonging to the Conference Organization Committee, and considerable alterations are pending. Early in October a very full meeting was held, under the presidency of Sir A. Rollit, to consider the all-important topic of the re-engagement of the travelling "agent," whose duty it has been to bring the various examinations to the notice of principals of schools likely to furnish candidates. There was no question but that the work had been most excellently performed for the last two or three years, and from this cause or others a large accession of entries has been received. However, a strong feeling against the system arose among the secondary headmasters, and Dr. Scott and the Rev. C. W. Bourne led off a spirited opposition; the "business" members of the Committee took an opposite view, and did not consider that the work could really be called "touting," or that it was beneath the dignity of the Committee to adopt such a practice. Mr. Yoxall, M.P., took the same view, and said that a class of headmasters not represented by Dr. Scott would be glad to have the scheme brought to their notice; whether from this source there would be suitable candidates or not did not transpire. Ultimately Mr. Macan and Sir P. Magnus fathered an amendment postponing the consideration of the re-appointment of an agent until the Chairman had an opportunity of addressing the Incorporated Headmasters; this proposal was carried by a considerable majority. No doubt Sir A. Rollit will be able to put the matter in its proper light, and, anyhow, excellent advertisement for the scheme will result from his address. It is quite possible that the result may be the abolition of the Junior Examination altogether, and a large extension of the usefulness of the Senior Grade, together with its adoption as the Entrance Examination to the Higher Commercial College.

IT is a pity, as our principal educational debating society, otherwise known as Prof. Jebb's Joint Committee, cannot summon up courage even to continue its meetings, much less to conduct them in public, that some enterprising body like the College of Preceptors or the Teachers' Guild cannot establish a course of lectures on "Educational Politics." The Report of the Commission has become so nearly ancient history that the exposition of the present position of affairs from all points of view by some of the principal Commissioners and witnesses would tend very much to clear the air. What principally wants demonstrating is where the "politics" end and the "education" begins in each of the more debatable questions. For instance, the "root" question at issue between the municipalities and the School Boards is generally treated as if it were of the same nature as the "delimitation" question between the secondary schools (endowed by the former authorities) and the higher-grade schools (belonging to the latter bodies). The result

of Sir G. Kekewich's conference, resulting in the "higher primary" *concordat*, did much to settle (on paper, at any rate) the proper dimensions of the "delimitation" question, and proved that, properly understood, each class of school had a function of its own, and that both could, and probably would, always co-exist without interference from the other. This settlement was, of course, due to the fact that the discussion was a purely educational one, dealing with age, curricula, &c. It will be recollected, however, that the bodies approaching this question from a political and social point of view—namely, the Association of School Boards and the National Union of Teachers—have always repudiated the Conference. On the other hand, the County Council *v.* School Board question is one of pure politics, and, as such, can only be fought out on the floor of the House of Commons. The continued existence of one of these bodies in the field of the secondary grade of education—possibly in the field of education at all—is incompatible with the existence of the other. It is the municipal principle which is at stake. Shall *one* authority in every area control and manage (in its local bearings) every matter which Parliament considers a matter of local self-government, and, as such, allows the Government Departments to delegate more or less to a local body? Or shall we revert in one respect now (ultimately in others) to the state of affairs previous to the Local Government Acts of 1888 and 1894, when Highway Boards, Draining Boards, Sanitary Authorities, Civil Vestries, &c., all had their separate areas, their varied constitutions, and continual elections? In the field of the Poor Law there is still a survival of this state of affairs in urban districts, with results disastrous to the economy of administration and the *personnel* of the guardians; but in rural districts now the District Councillor is, *ipso facto*, the man to look after even this highly specialized work. Since the days of Lord Taunton's Commission, education has been, at any rate in its secondary stage, regarded as resting upon the local authority as one of its pillars. School Boards, in the sphere of local administration, are the sole survivors of the election *ad hoc*. They naturally—and, from their point of view, rightly—maintain the separate authority theory; the County and County Borough Councils, on their part, dare not allow this theory to extend beyond its present (*e.g.*, elementary) limits, and must seek ultimately for its absolute extinction. This is, of course, pure politics—not, however, necessarily party politics. We much regret that purely educational issues should be so confused, but we must admit the fact; and educational associations, though they may cry, "A plague on both your houses," should not lose sight of the fact that, sooner or later, they must dwell in the one house or the other, and that there is no party-wall which can be knocked down to merge the two into a united educational mansion.

THE Bishop of London is one of the most learned, and, without a doubt, the most versatile Bishops on the Bench; and, if he does not adorn, he at least enlivens, everything he touches. Last month he addressed an assemblage of teachers at Sion College, and appeared in the new *role* of a teacher. The main doctrines he enforced were familiar to all teachers, however little they may be practised—the necessity of exciting the curiosity and cultivating the curiosity of a child—in brief, the fundamentals that every master of method insists upon from the very first. These doctrines had not been gained from any study of pedagogics, but by experience and plain mother-wit. He began, so he told his audience, as a teacher, absolutely ignorant of teaching, and all he had ever learned had been at the expense of those committed to his charge. The natural inference from

these premisses is surely: "What a pity for my pupils, if not for myself, that I did not start at the point where I have ended." Not so Dr. Creighton. He concludes, therefore, that "Teaching is really an incommunicable art. It is a gift, like all other gifts." We are not going to reargue this stalest of all fallacies, which seems to have a peculiar fascination for the episcopal mind. But we may venture to point out that, however gifted by nature, Dr. Creighton is not yet perfect in the art of teaching. Whether history teaching should begin with the policeman or the Witenagemot is a moot point; and, though, in our opinion, the weight of argument is in favour of beginning with ancient history, the Bishop is entitled to his opinion. Can we, however, conceive a trained teacher beginning his history lesson: "Suppose your father was drunk"? *Maxime debetur pueris reverentia* is a lesson instilled into every Board-school teacher, though he may never have heard the name of Juvenal.

WHY all this clamour for the registration of teachers? Why this constant harping on teaching as a profession? Would you be one penny the better off suppose you were registered to-morrow and were authorized by Parliament to write yourself Magister or Dominie? The best answer we can give is a quotation from a recent article in the *Observer*, which bears the well-known initials "T.H.S.E."—"Schoolmastering, however successful and useful, is not an end in itself. The Episcopal Bench is the only, as it is the highest, ultimate promotion for men who have expended some of their earlier energies on the birch." We are the last to dispute "T. H. S. E.'s" contention that some of our best bishops, notably Dr. Temple, have been headmasters. Let us, however, substitute for schoolmastering a recognized profession, and then see how the sentence reads: "Doctoring, however successful and useful, is not an end in itself. The Judicial Bench is the only, as it is the highest, promotion for men who have expended some of their earliest energies on phlebotomy."

IT is mainly through the coloured spectacles of some foreign commissioner or visitor that we get an insight into the domestic politics of our public schools, and we welcome the revelations of a lecturer at the College of Preceptors as to the use of cribs. To a classical sixth form in a London day school he puts the following interrogatory:—

1. Cribs.—Do you use them, and to what extent?
2. Do you approve their use? With what limitations, if any?
3. If you were a master, how would you propose to regulate their use?

Out of fifteen boys, it appeared that nine used them habitually; five used them only to look up for examinations; the one total abstainer was a specialist in history. To the second question, "To the modern schoolboy cribs are an essentiality" was a typical answer. From the answers to the third question, the inference the lecturer drew was that, in the opinion of schoolboys, it was futile to forbid their use, and that, therefore, gentle suasion was the only available weapon for masters who, like him, considered their use deleterious. We should like to know (and this the lecturer omitted to tell us) whether in his experimental school cribs are authorized or contraband. Our impression is, that in most schools they are illicit, but winked at, like the old Eton "shirking." We invite information on this subject.

MR. GERALD BALFOUR, at the opening of a new voluntary school at Leeds, set forth at great length the superiority of Scotland and Ireland to England in the matter of elementary education. In both the sister king-

doms education was on a denominational basis. The Scottish system, excellent as it was, might be difficult to introduce into England, but the Irish system was the ideal we should strive to follow. The essence of the Irish system, he explained, was that it was entirely undenominational, and almost entirely supported by the taxpayer. We welcome so frank a statement of their ulterior objects by a prominent member of the Government. Subscriptions to Church schools may drop. This year, we learn from the *School Guardian*, there was a diminution of $1\frac{1}{4}d.$ per child, but at this rate, as Mr. Balfour urged, it is well worth while continuing the struggle. The Government dole of a million or so a year might prove insufficient. What then? They must ask for more. At worst or at best we should reach the happy consummation of voluntary schools without any voluntary subscriptions. The sects will still call the tune, but the State will pay the piper. Has not Mr. Balfour taken a hint from the death of Dr. Swift, who

Showed by one satiric touch
No nation wanted it so much?

The "it," we need hardly remind our readers, was a madhouse.

SIR JOHN GORST'S clever and amusing speech on the incapacity of parliamentary government to effect social reforms is well illustrated in the continued failure of the Compulsory Education Act. It is obviously a matter of public opinion; and it will be long before the farmer-member of a rural School Board will do his whole duty in this respect. Meanwhile in London the most strenuous efforts are being made to raise the percentage of regular attendance. Dr. Macnamara contributes to the discussion a number of practical suggestions, the best of which is, perhaps, that regularity of attendance should carry exemption at an earlier age. This is a bribe that might possibly move the parent more than a fine that can easily be earned by the truant child. Eighty per cent. may sound rather high; but, if we think of a form of twenty boys, four of whom are absent each day, we see how great the teacher's difficulty becomes. The final remedy will be found when parents universally realize the value to their children of the training given in the schools.

IT was a bold challenge on the part of Mr. Thomas to say publicly that "in open competitions between scholars from Board and secondary schools the Board-school boy invariably came out on top." This is how history is made and bitterness engendered. The cases in which boys from the two classes of schools come into open competition are not numerous, and Mr. Thomas might easily have verified his references. He seemed to have done so; for he continued: "At the recent examination for intermediate county scholarships every successful candidate had had the advantage of the sound training of the elementary school." We have no quarrel with his claim that elementary schools give a sound training. This is undoubtedly true; but we object to the implication that secondary schools do not. But Mr. Thomas's facts are unfortunately all wrong, and we hope that Dr. Scott's corrections will find their way into the elementary-school papers. The facts as to the scholarship examination are these: 51 boys were successful; of these, 14 came direct from elementary schools, 30 had passed through a secondary school, and 7 had not been to an elementary school at all. The places taken by these seven were: 2nd, 3rd, 4th, 17th, 24th, 28th, and 38th. The first place was taken by a girl who had not been to an elementary school.

THE new London University is not yet created, as Professor Hewins reminded his hearers in his inaugural address at the London School of Economics. The machinery is provided. It must now be set in motion. The Commissioners will have a busy time, and we hope that in the midst of their work they will not neglect the claims of would-be teachers to have a training department attached to the University. In this connexion the careful report drawn up by the Training of Teachers Joint Committee will be valuable. We understand that this Committee has been again convened by the Incorporated Association of Headmasters, and that Mr. H. L. Withers has provisionally consented to act as Secretary in place of Dr. Findlay, whose new duties at Cardiff have compelled him to resign. An opportunity will no doubt be taken of bringing this report before the Commissioners, and we hope that they will make its recommendations the foundation of the training department.

THE higher-grade school question, which has caused such heartburnings in other parts of England, is now within the sphere of practical politics in London. Among the many interesting topics that Lord Reay dealt with in the annual statement to the School Board, he referred to the urgent necessity of providing additional schools where ex-standard children may be taught. These schools will very largely be supported by the Science and Art Department. But, so long as that Department is unable to give grants for modern languages and commercial subjects, there is a continual danger that the boys will be taught grant-earning subjects too exclusively. In addition to the schools of science there should be schools where boys of thirteen to sixteen can learn French and German for some eight or twelve hours a week, so that when they leave they may really know something of the languages. The demand for clerks who can read a French letter is always greater than the supply. And it is puerile to think that a language can be thoroughly learnt in two hours a week, or in six months at a technical institute.

THE new buildings of Christ's Hospital at Horsham provide accommodation for eight married and for twenty-two bachelor masters. As suitable houses in the neighbourhood are non-existent, this is a question which the governors will have to face, or else great damage to the school may ensue. There are many objections to herding boys together in barrack-schools, but the position is greatly improved if there is a fair admixture of married masters on the staff. A little leaven is valuable. It is distinctly bad for boys to have no society but one another and their masters. But there is another point of great importance to the school. If more accommodation for married masters is not provided, the result will surely be that a constant stream of young men will be passing through the school, only to leave as soon as they wish to get married. It seems that the Charity Commissioners object to the governors acquiring additional land to erect masters' dwelling houses. But probably the speculative builder will arrive on the scene and put an end to the dilemma.

NOT unneeded at the present time is Sir Archibald Geikie's caution addressed to the students at Mason College. There is, indeed, a danger lest the great wave of scientific education which is sweeping over the country should obliterate the ancient landmarks of education. While the older learning has undoubtedly profited by the introduction of the scientific spirit of inquiry, it is not clear that the new learning is wise in cutting itself off from literature and the humanities. This neglect is conspicuously

seen in the writings of scientists, and it may also account, as Sir Archibald suggests, for a certain social aloofness displayed by men whose sole training has been scientific. "A training in science . . . fails to impart those humanizing influences which the older learning could so well impart." Mr. Birrell says the same thing in a more humorous way: "It is not the least striking of the merits of 'that grand old fortifying curriculum,' a classical education, that in the retrospect of life it seldom loses its hold upon the respectful admiration of even those who . . . were most studious in its neglect." To the same effect was Dr. H. M. Butler's lament over the English essays of mathematical scholars. "They are, as the poet said of the dead, 'of an ashy semblance, meagre, pale, and bloodless.' There is a want of tone, a want of blood, a want of sequence—I lay no stress upon want of grammar or want of punctuation—but, even when you get just the outline of a skeleton, it remains a skeleton, and there is nothing upon it."

TECHNICAL EDUCATION.

MR. BRYCE, at Burnley, foreshadowed the chief points of criticism which await the Board of Education Bill when it reaches the House of Commons. The difficult problem of the Charity Commission, he said, had been evaded, but he did not indicate a solution. The functions of the new Board, he declared, would have to be very carefully defined, and, it is interesting to note, he believed it would be a good plan to begin by creating "a really efficient Board," and to deal with the Local Authorities afterwards. Mr. Bryce has evidently not been converted by the proposals of the Lockwood Bill, and, among the dangers in the way of reforms and reformers, he indicated that of "the separation of technical from secondary education."

ALTHOUGH, presumably, nothing more will be heard of the Lockwood Bill in the House of Commons, it remains, for the purposes of reference, as embodying the legislative aspirations of the Headmasters' Association. A memorandum issued by the Association of Technical Institutions sets forth the defects of that measure—from the point of view of technical education—in some detail. The observations of the Association may be summarized thus:—(1) the attempt to separate technical from secondary education could only result in serious damage to the education of the country; (2) the proposed multiplication of Local Authorities is a retrograde step; (3) to "divert" part of the money now appropriated to technical and commercial education, and to the modern sides of secondary schools, would result in a serious weakening of technical institutions; (4) the suggested constitution of the Advisory Council is radically unjust; (5) to open a separate register for teachers in secondary schools, and leave teachers in technical institutions unregistered, would result in the mischief of an artificial barrier between inter-dependent branches of the teaching profession; and, finally, (6) the Association protests against the limitations set upon the powers of Local Authorities in regard to secondary schools.

AT the Conference between representatives of the County Councils' Association and County Boroughs, it was agreed that the recommendations of the Royal Commission, with regard to the areas of Local Authorities for technical and secondary education, should be approved. The proposals of the Commission as to the constitution of Local Authorities were also accepted with this rider:—"That in any county or county borough a scheme may, on application or with the consent of the County or County Borough Council, be made by the Central Authority for the purpose of securing the representation on the Local Authority of secondary and elementary education Authorities as well as of the Universities."

THERE are still those, apparently, who think the last word has not been said, or the last scheme propounded, on the question of Local Authorities for secondary education. The Assistant-Masters' Association has addressed a letter to various educational bodies suggesting a joint memorial to the Education Department, with a view to a Conference, to discuss the "establishment of Local Authorities and the representation of local interests thereon."

SIR EDWARD GREY must be regarded as a stranger upon the educational platform—a fact which is to be regretted. His address at the Rutherford College, Newcastle-upon-Tyne, on the 21st ult., was, as his

utterances invariably are, well considered, lucid, and suggestive. He looked upon trade as representing three departments of activity. In two of these, he thought, we were safe, and could beat the whole world—with our workmen and our great "captains of industry." But in between these two classes there is a third—the experts: experts from the highly skilled workman up to the highly trained business manager, and the highly trained scientific professor. It was to this class, and the training of this class, that he thought the country ought to devote special attention. This, as Prof. Armstrong would say, is the "cold steel of common sense," which County Councillors might apply, with advantage, to some of their enterprises—such, for instance, as "University Extension lecturing," the unwilling Hodge or making an amateur joiner of his son, in preference to granting scholarships at secondary schools. Sir Edward Grey would like to see "a vastly extended system of scholarships," for the benefit of ability. "We hear of wasted opportunities being the saddest things in life," he said; "but something sadder was not having had an opportunity."

SIR EDWARD GREY forcibly illustrated the need for commercial education, especially in the study of foreign languages. "Since the Far Eastern question had been arousing so much interest classes had been started in Berlin for teaching Chinese to commercial travellers. He had not heard of any classes of that kind at home."

THE "School of Commerce" established in Liverpool under the management of representatives of the Chamber of Commerce, University College, and the Technical Instruction Committee of the City Council, is a practical result of the July conference on commercial education which might be followed advantageously in other county boroughs. Like the London School of Economics, the Liverpool School of Commerce provides facilities for specialized and advanced instruction. It is not intended to deal with the more elementary subjects of commercial education—shorthand, book-keeping, and the like. These are provided for at other centres in various parts of the city. The aim is to afford "training of the most practical and business-like character, well up to date, and capable of direct application to the commerce and trade of the city," and the teachers are those who have themselves had commercial experience. The curriculum is modern languages—French, German, and Spanish—commercial practice, advanced commercial arithmetic and accounts, economics of commerce, and commercial geography. As a beginning, the classes are held in the evenings only.

As regards London, higher commercial teaching is to be found at the School of Economics. The first year's course includes classes in descriptive economics, elementary methods of investigation, chiefly statistical, the structure and working of modern local government, and lectures in the principles of banking and currency, commercial geography, commercial law, modern company law, &c. The second year's course deals with modern currency standards, public finance, the history of foreign trade, chartered companies, foreign banking systems, markets and dealing, the policy of different States in relation to transports.

THE conclusions of a long article on the national problem of technical education, in a provincial contemporary, as to the essentials of a national system are discriminating, and therefore valuable. (1) It must be selective, neither educating "duffers" nor neglecting capacity. (2) It must bring out the industrial genius of the nation, irrespective of class or social status. (3) It must give the student a thoroughly scientific mastery over the industrial functions anticipated, and secure him against becoming "stereotyped." (4) It must provide against educational and economic waste, such as making carpenters into linguists, and dressmakers into pictorial artists, at the expense of other folk. This will be "to increase and to humanize wealth-producing power to the greatest possible extent with the smallest possible expenditure."

A GENERAL MEETING of the Association of Directors and Organizing Secretaries for Technical and Secondary Education will be held on the 4th inst. The agenda include the Board of Education Bill, questions relating to organizations recognized under Clause VII. of the "Science and Art Directory," building grants to secondary schools and institutes.

WITH the death of Mr. James Bateman, the Organizing Secretary to the Technical Education Committee of Westmoreland, the County Council lose a singularly enthusiastic, zealous, and energetic public servant. Westmoreland, from an educational point of view, is, perhaps, a county of no importance, and the residue grant is only about £2,000 per annum. But these facts, while, perhaps, diminishing the responsibilities of an organizing secretary, increase the burden of his daily duties. Mr. Bateman not only organized, but conducted, a large number of classes throughout the county. He was, indeed, before all things, an enthusiastic and successful teacher. "By his death," writes an old student, "the county of Westmoreland loses the most inspiring force of her educational life."

TEACHERS' REGISTRATION BILL.

OF the Government Registration Bill, which was read a first time in the House of Lords on August 1, we have said nothing. It is simply a reprint of the Bill which was introduced in May, 1896, and nothing has since happened to change or modify the opinion which we then expressed at some length. It is, however, important to note how the Bill has been received by the educational bodies principally concerned, if only as an indication whether the Bill is likely to pass in its present form. If, in chronicling these views, we are led on incidentally to reaffirm our own, our readers, all of whom are not blessed with long memories, will not take it amiss.

First and foremost, we notice that the principal opponents of a Teachers' Registration Bill have surrendered at discretion. The College of Preceptors has contended all along that primary teachers were already registered by the Education Department, and that secondary teachers alone needed registration. This contention is now completely abandoned; it is not even referred to in the leading article of last month's *Educational Times*. The College of Preceptors apparently acquiesces in a general register of teachers, consoling itself with Clause 10 (3), which enacts that "the Council shall keep in a separate part of the register the names of the registered teachers arranged with reference to the kind of educational institution in which they are employed." Seeing that in the alphabetical register the qualifications and attainments of each teacher will be duly recorded, a second list seems to us a superfluity; but, if it satisfies the susceptibilities of the Preceptors, there can be no possible objection to it. As we read it, however, it does not contemplate the bifurcation of teachers into sheep and goats, secondary and primary, but would class them under various heads, such as "public," "private," "girls' schools," "boys' schools," "kindergarten," "adults."

To pass from the Extreme Right to the Extreme Left, when the Bill was first introduced by Sir John Gorst, the N.U.T. took exception to Clause 10 (3) on the ground that it virtually created a double register, in violation of the principle embodied in the Bill drafted by the N.U.T. in concert with the Teachers' Guild. But the new Bill was printed in the *Schoolmaster* for August, with the one comment that it was identical with the Bill of 1896, whence we may conclude that the N.U.T. have waived their objection, and, like the College of Preceptors, accept the compromise. This would seem a happy consummation, and, if we thought that any criticism of ours would endanger the passing of the Bill, we would not add a word. But, while we welcome it as an instalment on the principle of the half-loaf, we feel bound to state that it is not the Bill that we have for the last fifteen years advocated; that in two essential points it fails to satisfy the requirements of those teachers who desire to see themselves an organized profession. In the first place, it is a voluntary register. There are no penal clauses; there is nothing to induce place-holders whose status is already assured to put themselves on the register; and we see no just cause or impediment why, even at this stage, a penal clause should not be added similar to that in the Teachers' Guild Bill, prohibiting the appointment (after a certain interval of grace) of any unregistered teacher to a post in any endowed or public school. The second omission we note may not be so easy to remedy. In the absence of secondary training colleges, or other organizations for training, it is obviously impossible to insist on training as one of the essential qualifications for registration. It might, indeed, be fairly argued that the demand would create the supply, but we may be certain that Parliament would not take that view. At the same time, it is a grave blot on a Registration Bill that training should not once be mentioned, and we would suggest that residence in or attendance at a recognized training college should be added in Clause 7 (1) (b) as an alternative to the certificate in theory and practice.

On the other qualification, of general attainments, we anticipate some animated discussion. "A degree or certificate of general attainments which is granted by some University or other body recognized for that purpose by the Council" is so vague that it leaves to the Council almost absolute discretionary powers. It might be so restricted as to exclude all but men with University degrees and women with an equivalent University certificate. It might be so stretched as to include elementary teachers with a third-class Government certificate

and Associates of the College of Preceptors. For ourselves, we should not be afraid to leave the decision to the Council, trusting them to strike the happy mean; but opponents of the Bill may, and will, plausibly protest against a leap in the dark.

Lastly, an objection has been raised by the *Educational Times* to the constitution of the Council. Under Clause 2 (c), two persons will be elected by the elementary teachers on the register, two by teachers otherwise engaged, and two by the registered teachers generally. It is argued that, as the first class is certain to form the majority, this will give four votes out of six to the elementary teachers. Granted that this result will follow, we see no reason why we should revert to the Servian constitution and not follow the analogy of Parliamentary elections. Nor can it be urged that the democratic element on the Council is likely to preponderate. Even if we reckon the six Government nominees as neutral, the four representatives of elementary teachers will be more than balanced by the six representatives of the Universities, whose sympathies in any party issue will presumably be found on the side of secondary schoolmasters.

REVIEWS AND MINOR NOTICES.

Life and Letters of Edward Thring. By GEORGE R. PARKIN, C.M.G. (2 vols.; price 17s. net. Macmillan.)

It was with some surprise, not unmixed with trepidation, that the friends and admirers of Thring learnt that the task of commemorating his life and work at Uppingham had been committed to a Canadian professor. There were two, at least, of his fellow-workers and pupils in England who seemed, both by literary ability and intimate relationship, more fitted for the task. In the choice of his biographer, as in all his actions, Thring showed his independence of character, his *αὐτάρκεια*, and the result has justified his judgment. Ten years is, indeed, a long time to wait, and it is only "strenuous occupation in many parts of the world" that could excuse the delay. The work, Dr. Parkin tells us, has been done in his rare intervals of leisure, but it bears no signs of hurry or scamping. It gives us the very form and presence of the man, and, at the same time, it shows a comprehension of the English public-school system that is rare in one not to the manner born, and a judicial attitude that could hardly have been maintained by one who had mingled in the strife. Only once or twice can we detect the foreign accent, as when the author speaks of Lord Palmerston as "head of his side" at St. John's College, or of Miss Buss, "of Highgate."

In reviewing "A Memory of Edward Thring," by J. H. Skrine (January, 1890), we gave at some length our own estimate of the great Headmaster, and the full life of Dr. Parkin has only served to strengthen our impression. We gave the reasons why we could not, like Dr. Parkin's Australian friend, accept Thring as our "ideal of the schoolmaster as a hero," and we dissented even more strongly from the English headmaster who "would have nothing to do with making a hero of Thring." There are those who, after reading Carlyle's "Life and Letters of Cromwell," still regard the Protector as a canting hypocrite and political adventurer. The same men, we can well believe, will, in spite of the "Diary" and "Letters," still look on Thring as a quack advertiser of himself and his educational nostrums, a self-seeker, who made religion a stalking-horse for his ambition. To us, these communings of the man with his Maker are a revelation of absolute honesty and straightforwardness of purpose; they expose his limitations (intellectual and moral), but they bring out in stronger relief his innate nobility—"he nothing lowly did nor mean," nor even thought it.

It has been said that the best index of a man's character is his banker's pass-book. Let us accept the test, for which the "Life" provides the fullest materials. At the time of Thring's death, when it became known that his large family was left almost unprovided for, society shrugged its shoulders at such thriftlessness, and scandal was busy with surmises to account for the unexplained leakage in an income of over £3,000 a year. One Uppingham master, we well remember, at the first Thring Memorial meeting, stated that for every pound that Thring had spent on Uppingham he and others had put down the same

stake. All the gossip and innuendoes then current are disposed of by the diary. From it we learn that in his first six years at Uppingham Thring had contracted a debt of £3,000, and that this debt hung like a mill-stone round his neck almost to the very end. He might have wiped it out by staying his hand, but there was always some new call that he could not resist, some flaw in the work that had to be made good; and he would not spoil the ship for the want of a ha'porth of tar. So this fondest of husbands and fathers exclaims, like Heine's Grenadier: "Was schert mich Weib und Kind," and deliberately chooses to die a poor man. He stands before us as the Corregidor of Browning's "How it Strikes a Contemporary."

These diaries, which make up half the "Life," are not light reading, and the ordinary reader will be inclined to skip. They are monotonous, lurid with the smoke of battle, lit up with flashes of grim humour and fulminations of *sæva indignatio*, often pathetic, but without any touches of playful wit, hardly a reference to art or literature, little of the amenities of life. References to his devoted wife are indeed constant, but to sons and daughters or his brother, who was for ten years one of his assistant-masters, there is barely an allusion. Yet we think that his biographer was well advised in giving such copious extracts. In no other way could he have brought out so clearly the stern joy of the warrior whose whole life was a battle, or the utter self-devotion of the founder to his foundation.

The one bit of romance is his friendship with Mrs. Ewing—a platonic affection in the true sense of the word, a communion of two kindred souls. Its beginning, which Dr. Parkin has omitted to tell us, was likewise romantic. Thring's little daughter complained one day to her father that *Aunt Judy* had come with no story in it by Mrs. Ewing. "Write and tell her so," said Thring. The child's letter, not without compulsion, was written and sent, and some months later there came an answer from "Aunt Judy," apologizing for her delay, and containing a little apologue, all for Margaret herself, as good as any in *Aunt Judy's Magazine*.

Of Dr. Parkin's running commentary, we can speak in terms of almost unmixed praise. The story of the Borth Exodus is retold for the tenth time, but in fuller detail than it has been before; and, we can truly say, *decies repetita placebit*. He is expository, not critical. He lets pass, indeed, without a word of warning or protest, Thring's wild and whirling words on examination and inspection, on the skilled workman and the dead hand, on free schools and pauperism, on compulsory Greek and Latin verse; but, on the other hand, he never attempts to conceal or palliate. He has faithfully carried out Thring's injunction: "Let no one write Latin humbug, or English either, over my bones. No word of praise or blame, if they love me."

Thring was "ever a fighter," and the "Life" is provocative of discussion. Not a chapter but raises some burning question of scholastic politics, and lays down the law as a plain deduction from some axiomatic truth. The numbers of a school, of a house, of a class; the relation of a headmaster to the governing body and to his staff; the curriculum; the fees of pupils and the salary of masters; the monitorial system and corporal punishment—one and all are set forth like so many propositions of Euclid. The temptation to enter the lists is great, and we had scored a dozen or more passages on which to join issue, but we have only left ourselves space to touch on one or two. Freedom for the skilled workman is Thring's watchword. The sole function of governors is to audit the accounts, and the external examiner is an impertinence. It never seems to have occurred to Thring that the Eton of his day—unreformed Eton, with its classes of two hundred boys, Long Chamber and all its horrors, the Saturnalia of Montem—was the *reductio ad absurdum* of his chartered liberty; that the "skilled" workman was a question-begging epithet. Again, when he flings out at the omniscient impertinence of examiners, the monstrosity of sending a half-fledged Fellow of Trinity like Mr. Eve to inspect Uppingham, he forgets that he, as an unfledged Fellow of King's, with no experience of teaching, had for years acted as Poser at Eton, and accepted the post of University Examiner at Rugby. "Education and School," he writes, "is the only book on schools the statements in which have never been controverted, and cannot be." Self-confidence, as Thring himself said, was not a deficiency in the Thring family. We have probed some of the joints in his harness. Let us add, in conclusion, that his boast, however arrogant, is in essentials true. That a dull boy has as much right to be trained as a

clever boy ; that school should be a better place than home, with all its amenities and the discipline of common life super-added ; that the lowest teaching work requires the highest teaching skill ; that æsthetics, physical and manual training are integral parts of a public-school curriculum—these are the fundamentals which, thanks to Thring's teaching and practice, are now generally accepted in theory and partially carried out in the best of our public schools.

The book is singularly free from misprints. In Vol. I., 250, we notice *spectatum ut ipsæ*, and an unfortunate full-stop after "teaching" makes havoc of the inscription on the brass tablet erected in the chapel :—"In grateful remembrance of Edward Thring, whose writings animated the art, and whose life enriched the work, of teaching, a few English and American teachers erected this tablet."

Introduction to the Study of History. By CH. V. LANGLOIS and CH. SEIGNOBOS, of the Sorbonne. Translated by G. G. BERRY, with a Preface by F. YORK POWELL. (Duckworth.)

This book treats of the methods of historical research and presentation ; in other words, it points out how facts in the past are to be determined, and how they are to be used in writing history. It is full of interest for every student of history, and of valuable suggestions for those who write, or hope to write, it. The first division deals with the work that ought to precede research ; documents, the foundation of history, have to be found ; catalogues must be explored, and libraries must be made to yield their treasures of information. Then the man who desires to do something to forward historical science must know how to use his documents ; he must have gone through a technical apprenticeship varying according to the subject on which he is engaged. Before he begins to work at his documents, he must, at least, have some acquaintance with sciences auxiliary to research, such as paleography and diplomatic. Next comes the method of treating documents ; their character, meaning, and value must be criticized before any narrative or theory can safely be founded upon them. For example, take a chronicle purporting to relate events of the middle of the tenth century. Before it can safely be used as an authority its text must be established ; we must be sure that the author was well informed, that he was honest, and so on. Accordingly the second part of this book is devoted to a disquisition on analytical operations carried on by external criticism applied to the document itself with reference to its date, authorship, and the like, and by internal criticism applied to the statements that it contains. The third part treats of synthetic operations, the methods according to which the historical facts derived from documents, and ascertained by criticism, should be presented—the work, that is, of the writer of history ; it lays down rules as to what he should write, how he should arrange his matter, and in what form he should lay it before his readers. In each part our authors are clear and exhaustive ; they put forward their rules and arguments with the lucidity that is the special characteristic of the best French writers, and illustrate them by familiar instances. Prof. York Powell has praised their work highly in his preface to this translation, which, by the way, is thoroughly well done, and we think that his praise is deserved. We may, however, remark that some of its canons are counsels of perfection, and that no writer of history will read them without inwardly exclaiming : "Who is sufficient for these things ?" M. Langlois and Seignobos, however, insist on the importance of a division of labour ; they would have the task of external criticism undertaken by specialists, the higher criticism, the combination of facts, and the construction of historical works being left for others. It is true that the tasks are wholly different in character, and that each demands a special training. At the same time, we would observe that the development of the critical faculty, the ingenuity, and the general habit of mind that are necessary to the critical scholar are not less essential to the historian. Nor, if we consider the work of the greatest living historian of our own nation, can we allow that the same man is unable to construct a text and use it in a work of historical literature. Among the many excellent directions given in this volume, we may note the warnings with reference to the difficulties that beset the use of reasoning as a method of acquiring historical knowledge, and the danger of generalization without a previous well-performed process of sampling.

A Dialogue on Moral Education. By F. H. MATTHEWS, M.A. (7¼ × 5 in. ; pp. 257 ; price 3s. 6d. Sonnenschein.)

Mr. Matthews is the Headmaster of Bolton Grammar School, and was formerly a scholar of Christ Church College, Oxford. We may, therefore, presume that he knows something practically about his subject ; and, indeed, his book soon shows that he has also read the most readily accessible authorities on it—Plato, Locke, Rousseau, Pestalozzi, Herbart, Froebel, &c. The dialogue is carried on by a schoolmaster and his wife (who has been a schoolmistress), a clergyman and his wife (somewhat of a Puritan), and a doctor (who is a Socialist) and his wife (who is strong on "women's rights"). Into the mouths of the last two are put some of the most daring proposals and Utopian views. The plan of using a dialogue form of treatment has its disadvantages as well as its advantages. We are at times somewhat at a loss as to what precise conclusion we are to draw, and those who seek in the book a cut-and-dried list of detail will be, to a great extent, disappointed. On the other hand, the plan allows the various views to be put with more vigour and emphasis than would otherwise be the case, and gives the author the opportunity of straying occasionally into little by-paths, interesting in themselves, but not closely connected with the main road of the discussion, and also of slightly modifying, towards the end of the talk, some opinions at first given too unconditionally.

The book is, undoubtedly, both able and interesting, and teachers and parents will find in it very much to help them, though it is not practically possible to follow all the advice given, and some of it confessedly applies only to an ideal state of affairs. The points are frequently made with considerable skill. Personally, we are especially pleased with the doctor's explosions against lack of training in teachers, and the schoolmaster's and parson's quieter, but not less emphatic, insistence on the need, both for parent and teacher, of some knowledge of psychology and its application. The manner, by the way, in which, in the dialogue, theory and practice are kept related, and yet distinguished, is another good point. In morals, as in other things, it is not necessary—nor, indeed, often possible—that at school theory should precede practice ; rather from practice and experience should spring gradually the desire for, and the power to appreciate, theory ; so that the greater part of the theory of morals belongs to the University rather than the school.

We will run through some of the main topics treated in the order in which they come, so as to give some idea of the contents of the book. After a more or less informal opening, we come to somewhat too sweeping a condemnation of our public schools for their lack of moral training, to the need for small schools, for trained teachers, and then for mixed schools—mixed, that is, both as to teachers and pupils. In the latter case the argument would have been more strengthened by explicit reference to successes in England than by reference to the United States, where the relation of the sexes differs from that in England. Presently self-negation and responsibility are spoken of as "the pole-stars of morality." These are changed by the doctor later on, without opposition, to "a sense of unending responsibility and a complete self-abnegation" ; but the former, if truly realized, would dangerously impede action, and the latter is not under *all* circumstances strictly virtuous. This point is missed ; which is all the more to be regretted, for, as Froebel and other psychologists put it, one of the chief things a young child has to do is to find and realize himself. Mothers are to devote themselves completely to their children, and to keep them entirely apart from servants—a view allowed to pass without anything but a faint challenge from two of the ladies. Reasoning with children about one's commands is dealt with, but not threshed out. The danger is greater than that of making a child a casuist. Then comes the question of society's lies, and the bogey of "not at home" is trotted out and denounced as if the phrase meant "not in the house" instead of "not receiving visitors." Society, heaven knows, has sins enough already. A phrase means just what it is generally accepted to mean and nothing else. A child's untruths, however, are fairly well treated. This brings us to Felix Adler's book on the "Moral Instruction of Children," which is highly approved, and, in the main, accepted. Its views are constantly referred to and discussed. The whole of Section V. deals with the moral education of the very young decidedly well ; the schoolmistress very rightly being chief speaker. It is one of the best parts of

the book. We note, by the way, that the parson's wife will not allow that music, and art, and things beautiful, conduce to morality, and still less to religion. They are too emotional, and disperse rather than collect our moral forces. She does not get much support; but the matter might have been a little more worked out.

And so we arrive at the school proper. Here matters are dealt with mainly from the negative point of view; and, amongst other things, rivalry of all sorts is far too hastily condemned, and there are to be no marks. On the other hand, Herbert Spencer's punishment by natural consequences, unworkable though it be and full of misconception of child-nature, is adopted with hardly a demur. The question as to whether boys should tell when they see things going wrong is insufficiently argued, and then decided in the affirmative. But we have no space for more of this, nor for the discussion of moral training at the University—which last seems rather wild and unduly Utopian in its treatment. We may, however, point out that at school everything is to be based on love—that is, sympathy and kindness—and that the main things are to remove opportunities for evil and to avoid mistakes. Of direct positive action little is said, though hints are given. The habit of cheerfulness is insisted on.

We are conscious that we have given but a faint reflection of the book; but we hope we have done enough to induce our readers to go to the book for themselves. It will repay their attention. We note, with regret, that there is neither a table of contents nor an index. These should be added without delay.

"Royal School Series."—*The St. George History Readers*. Book VII.: *A History of Great Britain and Ireland from the Union of the Crowns*. By G. W. PROTHERO, M.A., Litt.D. (7×4½ in., illustrated, pp. vi., 385; price 1s. 10d. Nelson.)

This is the concluding volume of a carefully planned and well written little history for schools, previous parts of which we have already noticed, and, as we observe, it meets the requirements of the Code (1896) for Standard VII. Prof. Prothero, as he tells us, has endeavoured in this volume to keep prominently before his readers the idea of the Empire as a whole, the extension of its boundaries, and the simultaneous development of its political institutions. Very rightly, he has not tried to do this without giving some information as to the industrial and commercial progress to which so much else is due. And he has gone further, and has ventured even to tell us something about the greater men who have helped to produce our national literature; the result of which is that he has produced a book likely to be interesting as well as instructive to the young.

Clear Speaking and Good Reading. By ARTHUR BURRELL, M.A. (7¼×5 in., pp. xii., 164; price 2s. 6d. Longmans.)

Books on voice-culture and voice-management are rapidly becoming very numerous, but there is still room for more, especially for such as deal with the applications of the theories to the practical everyday difficulties of the class-room. Mr. Burrell is a master at Bradford Grammar School, and is evidently keenly interested in his subject; but, more than this, he has read carefully what others have written on it, and has profited by his own experience as a teacher. His little book is sound and workmanlike, and will be found decidedly useful by teachers of reading and clear speech. The chapters on "Vocal Mechanism and Vocal Gymnastics" and "The Reading Lesson" strike us as particularly good. We are not prepared to accept all that he says about phonetics. He does not seem to us to always quite clearly distinguish between phonetics as a means to record actual speech and phonetics as a means to guide right speech; but, in the main, his views are sound and helpful.

The Voice of the Spirit. Literary Passages from the Bible re-written in Modern Style. (Sampson Low.)

The first of this series (Book I.), which lies before us, embodies the books of Job and Joel, and certain Psalms (xxii. and lix.) in a new translation. The translator (Mr. Howard Swan) explains in the preface his qualifications for the task as follows:—"It is because the present writer has made a special study of the language expressive of the emotions in the English tongue, and of the various truths which lie at the back of the spiritual entities, Imagination, Will, and Love, that he ventures to add one more to the already long list of translations of the Sacred Writings." We are further informed that "the Hebrew has been taken from the authorized and revised versions, and from literal translations, and done into modern idiom with the main idea of attempting in some measure to reproduce the deep emotional effect in ordinary idiomatic English, and in style corresponding to the effect intended in the original." The pitfalls that beset the path of the translator of a translation are not unknown, even to the man in the street. Nor has Mr. Swan escaped. We append a specimen of his

translation and the corresponding passage in the Revised Version, side by side. (*The italics are our own*):—

MR. SWAN.	REVISED VERSION.
But O that the Most High <i>could</i> speak, And open his lips against you; And that he would show you the secrets of wisdom, <i>For wisdom when sound is deep!</i>	5. But Oh that God would speak, And open his lips against thee; 6. And that he would show thee the secrets of wisdom, That it is manifold in effectual working. (<i>Marg., For sound wisdom is manifold.</i>)
Can you by searching find out God? Can you the depth of Almighty <i>unravel?</i> <i>He</i> is high as the sky; What can you do? Deeper than the grave; What can you know? <i>His</i> measure is longer than earth, And wider than open sea. If he pass through and close the door, And call for judgment, who can prevent him? For he knows the ways of vain man: He sees the <i>core</i> , and sees him that never takes thought.	7. Canst thou by searching find out God? Canst thou find out the Almighty unto perfection? 8. * It is high as heaven; what canst thou do? Deeper than Sheol; what canst thou know? 9. The measure thereof is longer than the earth, And broader than the sea. 10. If he pass through, and shut up, And call unto judgment, then who can hinder him? 11. For he knoweth vain men: He seeth iniquity also, even though he consider it not. (<i>Marg., And him that considereth not.</i>)
But vain man is empty of reason, Ay! man is born as a wild ass's colt.	12. But vain man is void of understanding, Yea, man is born as a wild ass's colt. (Job xi. 5-12.) * Viz., the Divine wisdom.

We venture to think that the Revised Version here is open to improvement in several directions (e.g., in verses 8, 10, and 12). But Mr. Swan affords us no help. A word which has been the despair of translators hitherto is the one most inadequately rendered in the R.V.—"effectual working" and "sound wisdom." Mr. Swan gives us "wisdom when sound." In verses 8 and 9 his alterations give a wrong turn to the sense altogether. In verse 12 "the effect intended in the original" is altogether missed. We have in the above italicized some of Mr. Swan's "improvements" that seem to us to be most unfortunate. We ought to add that part of the "distinctive character" of this version is "the translation of the place and proper names," the effect of which is occasionally most grotesque (see, e.g., p. 3 f.). One word more. We think that even Mr. Swan might have hesitated to ascribe to the author of the Book of Job such bathos as "For wisdom when sound is deep!"

Blackboard Drawing: some Hints on Sketching Natural Forms. With fifty-two Plates. By W. E. SPARKES. (10¼×8½ in., pp. xv., 104; price 5s. Cassell.)

In class-teaching, the skilful use of the blackboard is becoming every day more and more of a necessity, and any one who can help teachers practically and effectively in this matter deserves their sincere gratitude. Mr. Sparkes is art master at the Borough Road Training College, and has had plenty of experience in what teachers need and how they may most readily be assisted. His book, both in its letter-press and in its plates, seems to us sound, skilful, and suggestive. A few of the sketches are more elaborate than it would be wise to attempt to make during a lesson. These, we would suggest, might be drawn on coarse brown paper, so that the best of them might be preserved for future use. It is absolutely necessary to practise economy of time in such matters; otherwise either the lesson is sacrificed to the sketch or the labour of preparation is rendered unduly severe. Personally, we should have laid far greater stress on sketching directly from nature than on sketching from copies. To a great extent, it is a waste of time to reproduce what has already been sketched, unless it is necessary to change the scale. But Mr. Sparkes doubtless knows how best to help his students in the time at his disposal, and, not having time for the best way, may be obliged to content himself with the second best.

Drawing and Design in a Series of Lessons. By CHARLES G. LELAND, M.A. Third Edition, with additional Designs. (8¼×6¼ in., illustrated, pp. viii., 79; price 2s. Whittaker.)

"Hans Breitmann's" views on practical education and the methods he would employ in teaching drawing and design must be fairly well known to most of our readers, and that these have found some acceptance the fact that the book before us is in its *third* edition goes to show. Though we are not prepared to adopt his series altogether as the best possible, it undoubtedly abounds in good points, and in the hands of a good teacher would produce valuable results. No one will differ from him as to the advisability of dividing up our difficulties

where we can, and then graduating them—that is, not attempting too many different things at once. But there are other things to draw besides patterns and geometrical designs, and we are not prepared to admit that it is best to begin with circles, nor are patterns best fitted to produce a true art feeling. However, the book is worth getting.

Seed-Travellers. By CLARENCE MOOREN WEED. ($7\frac{1}{4} \times 5\frac{1}{2}$ in., illustrated, pp. v., 53; price 1s. 6d. Arnold.)

This little book consists of a series of elementary studies of the methods of dispersal of various common seeds, (a) by the wind, (b) by birds, and (c) by spines and hooks. It is simply and interestingly written, and fairly well illustrated. It has one drawback for English students—most of the seeds dealt with are common in the United States, but not in England. Any teacher, however, with a little botanical knowledge might substitute specimens familiar to English children.

Text-Book of Zoology. By H. G. WELLS, B.Sc. Lond., F.Z.S., F.C.P., and A. M. DAVIES, B.Sc. Lond. (Clive.)

This is a new edition of Mr. Wells's admirable book, which, owing to changes in examination syllabuses, had become somewhat out of date. Mr. Morley Davies has practically re-written the book, only one chapter remaining as originally written by Mr. Wells. The value of the work is enhanced by a large addition to the number of illustrations, and these of a highly useful character. The book was one of the best text-books on the subject when it left Mr. Wells's hands; it is better now. Mr. Davies has done his work very well; he has produced a book which should be in the hands of every candidate for the Intermediate Science and Preliminary Scientific Examinations of London University.

Skertchly's Geology. Revised by JAMES MONCKMAN, D.Sc., Downing College, Cambridge. (Thos. Murby.)

We are grateful to Dr. Monckman. Looking back over more years than we care to count, fond feelings for our little well thumbled Skertchly arise. It was a wonderful book for those days, and many doubtless are the distinguished geologists of to-day who first were tempted

"To wander away and away
With Nature, the dear old nurse,"

by this little work. To many of us the pushing aside of our old friends by more up-to-date productions is a keen pain. What, then, shall we say to such as Dr. Monckman, who rehabilitate our old friends, furlish them up in something like the latest cut, and set them amongst us again with all their old-world mannerisms? We end as we began, in gratitude.

Notes and Formulae for Mining Students. By J. H. MERIVALE, M.A. Revised by H. F. BULMAN. (Crosby Lockwood. 2s. 6d.)

This is a re-issue of a very useful and fairly compendious volume. The matter has been brought up to date and very considerably added to. The book should be in the hands of all aspirants for the post of colliery managers or mining engineers.

Second Stage Mathematics. Edited by W. BRIGGS, M.A. (7×5 in., pp. 141 + 102 + 219; price 3s. 6d. W. B. Clive.)

The "First Stage Mathematics," which, we are informed, is in preparation, is to contain the Euclid and algebra required for the first stage in the Science and Art Department examinations. The present volume includes the additional Euclid and algebra and the trigonometry for the second stage. The second, third, and fourth books of Euclid are written in the usual clear manner, without the unnecessary prolixity of some of the older editions. This part of the volume concludes with hints on the method of writing out propositions in examinations. The next section, on algebra, ranges from quadratics to variations; and, though without novelty, contains some useful chapters. The last part is a reprint of most of the "Tutorial Trigonometry" by Messrs. Briggs and Bryan, already noticed in this journal, the chief omissions being the chapters on compound, multiple, and sub-multiple angles. To students preparing for the second stage, it will be useful to have the three subjects so fully treated, and yet within the limits of a single volume.

A Rudimentary Treatise on Land and Engineering Surveying. By T. BAKER, C.E. Seventeenth Edition, revised and extended by F. E. DIXON, C.E. ($7 \times 4\frac{1}{2}$ in., pp. 236; price 2s. Crosby Lockwood.)

In preparing a new edition of Baker's well known and valuable treatise, several changes have been made. A few sections, which could hardly be called elementary, have been omitted. The chapter on Levelling has been re-written, other sections have been enlarged and extended, and new chapters have been added on Mensuration, Logarithms, and Trigonometry as applied in surveying. These are all changes that will increase the usefulness of the book.

"Philips' County Readers."—*Essex: Past and Present.* By GEORGE F. BOSWORTH, F.R.G.S. (Phillip.)

This is designed as a reading-book for schools, on the plan of limiting the pupil's attention to his own county and rousing his interest in what

has the best chance of being familiar to him, as a step to wider outlooks. The scheme seems well executed, geology, geography, history, folk-lore, dialect, and other matters all having a place, as well as description, borrowed in some cases from well-known writers. The extracts range from an interpreted facsimile of Domesday Book to passages of popular novels. The poetry seems a little more general and less particular, and some names among the list of Essex worthies are dragged in rather ultroneously—Tennyson, for instance, on the score of his having written two or three poems in the county. The book is illustrated and got up in a style which a generation ago would have wholly disguised its character of instruction, though, indeed, it contains some reading not to be despised by those who count themselves no longer learners.

"Professor Meiklejohn's Geographical Series."—*The Comparative Atlas, Physical and Political.* By J. S. BARTHOLOMEW. (Holden.)

New atlases come in almost monthly, and it is difficult for a conscientious reviewer to keep them all in mind and appraise their respective merits. One distinctive feature at once commends the present work above its fellows. In the case of all the principal countries the physical and political maps face one another on opposite pages, so that the pupil can glance from one to the other. A few practical lessons on map-drawing, by Prof. Meiklejohn, form a most useful appendix. The maps, as tested by Africa and China, are well up to date. We have no hesitation in pronouncing it, for school purposes, one of the best atlases on the market.

Social Questions of To-day: University and Social Settlements. By W. REASON, M.A. (1p. ix., 195; price 3s. 6d. Methuen.)

This is an excellent *vade mecum* for the busy man who wants a bird's-eye view of the subject. The first article, by Sir Walter Besant, strikes the keynote of the movement—"not money, but service. Not that money is to be rejected, but service comes first. And what is this but a quaint reversion to the old order of things when all duty to the State was rendered by personal service." Perhaps the best thing in this excellent book is the article on working girls' clubs; but the writers one and all compel our attention by the impassioned way in which they lay bare the stupendous human interests that underlie what seem at first sight the driest and most prosaic of questions. Stress is laid on the appalling intellectual waste that goes on, and it is clearly proved that a change for the better must come rather from administrative than political reform. On page 133 there is a misprint—"relationship swould."

Pitman's French Weekly. Vol. III.

This "illustrated serio-comic journal for English readers" is excellently conducted, and we recommend young students of French to take it in. We confess that, for old stagers like ourselves, the comic cuts do not present any great attractions, but the serious parts, especially the French version, are capital. The transliteration, for teaching pronunciation, is, as we have often had occasion to remark, an impossible attempt. Can any one pretend that *zhur konnee* represents the true sound of *je connus*?

The Tutorial Latin Dictionary. By F. G. PLAISTOWE. (Price 6s. 6d. W. B. Clive.)

This stands between the "Elementary Latin Dictionary" of the Clarendon Press, and Macmillan's "Elementary Latin-English Dictionary," being, on a very rough estimate, about half the size of the former, and slightly larger than the latter. The print, paper, and binding are all that can be wished—why, by the way, is there no printer's imprint?—but the format (about seven inches square), though convenient for turning out words, is not calculated for durability. "Gelu, -us, n.; gelum, -i, n.; or gelus, -us, m." is out of place in a rudimentary dictionary. Is there any authority for *gelu* in the nominative? Under *genu* the dissyllabic *genua* should be given. *Hyacinthus* is certainly not our "hyacinth"; nor can *vaccinium* be identified with the "blueberry."

SOME NEW MUSIC.

The Pianist's Mentor. By HENRY FISHER, Mus.D. (Curwen.)

This work appears to embrace just those passing observations on various topics, methods of study, &c., which a thoughtful and intelligent professor finds necessary in preparing pupils for examination in pianoforte playing. The result is a text-book of great practical value likely to be of service to the pianist in all grades of his career. The notes are arranged in chapters under the following heads:—Musical Ornaments, with particular reference to those found in the works of J. S. Bach; Scales and Arpeggios; Studies; Pieces; Analysis of Form; and Sight Reading. The first-mentioned topic seems to have received more than the usual amount of attention accorded to this subject in similar works, our author having taken upon himself the somewhat invidious task of deciding, where professors differ in their mode of interpreting a particular ornament, which should be preferred. The differences in some cases seem very much of the "tweedle-dum and tweedle-dee" order. But, as the article is well supplied with worked out examples of alternative renderings, the student has the liberty of choice. We are inclined to attach the greater importance to the chapter on

Scales and Arpeggios, first, on account of the clearness with which the method of fingering is set forth; and, secondly, by reason of the comprehensive nature of the scheme of practice that it embodies. We think this chapter alone well worth the price of the whole volume, and the student who thoroughly works through the system of scale practice herein laid down need fear no examiner, however exacting, so far as this portion of the examination is concerned. In addition to the subjects mentioned above, the work contains a number of questions from examination papers, and a copious list of musical terms, with their explanations.

NOVELLO'S NEW SCHOOL CANTATAS.

Cinderella: an Overture. Words by SHAPCOTT WENSLEY; Music by G. JACOBI.

This favourite old nursery story is here adapted for presentation in two acts, the first consisting of eight and the second of nine musical numbers, interspersed with as little dialogue as was necessary to preserve the continuity of the narrative. The music of M. Jacobi is exceedingly free, fresh, and flowing, as was to be expected from the veteran composer of over a "century" of ballets. It is, moreover, easily singable.

A Woodland Dream. Words by SHAPCOTT WENSLEY; Music by J. A. MOONIE.

The story here is of a modern schoolgirl, Mabel by name, who is lured through sleep into Fairyland by the Queen of the Fairies in the guise of a butterfly. Having her head filled with her school-work, poor Mabel finds no charm in fairy-love, and frankly says so, much to the disgust and anger of the fairy Queen and her attendant gnomes, who are about to execute vengeance upon her when her friends appear with lanterns in search of her, and wake her up just in time to frustrate the fell design of the fairies. The music is for a two-part chorus and three soloists, two being sopranos and the other a mezzo-soprano. One of the soloists is "narrator," who tells the story in melodic recitative. The music is melodious and singable, and well adapted to the text.

Court of Queen Summergold. Words by ISA J. POSTGATE; Music by H. W. WAREING.

The principal characters in this work are six in number, one having a speaking part only. The Queen holds a court on the return of her envoys, Snowflake, Zephyr, Raindrop, and Sunbeam, at which each one recounts her adventures during the past year, and is raised in consequence to the dignity of a princess. The vocal music is easy, and the choruses are for one part only. The instrumental music includes a pretty gavotte to be danced by chorus and principals.

Princess Snowflake, or the Fate of the Fairy Nicoletta. (Same author and composer.)

The story of this work appears to us somewhat confusing. It is mainly in praise of the Christmas Tree and of the fairy Nicoletta, who sacrifices herself in becoming one in order to be of use to mortals; whereas the mission of the fairy princess after whom the work is named is to protect young fir trees from being used in this way. Then, as a fairy story, its moral is somewhat disheartening, for it teaches incidentally the inutility of fairies as a class, at any rate of those of the "Snowflake" creation. It strikes us that "The Christmas Tree, or the Fairy Nicoletta," would be a better title for the work. But this by the way. Whatever may be amiss in the libretto, it has not hindered the composer from wedding it to some very effective, we might almost say charming, music for five principal characters and chorus, the latter being in one-part only.

Old May Day. By F. C. WOODS.

To quote the preface, "In old May Day," we get the young men and maidens bringing in the branches of May at dawn, the milkmaids with their shining pails, the May-bells, the maypole dance, the morris-dancers with Maid Marian, the clean "sweeps," the hobby-horses, Jack-in-the-Green, and other features of the May Day in olden times. The music, which is scholarly and refined, is of the "programme" order, and consists of five separate numbers, in one, two, and occasionally three parts. There being no story, there is consequently no dialogue.

May-Day Revels. Words by HETTY M. HAWKINS; Music by JOHN E. WEST.

This is another work of the "programme" order, but with some approach to dramatic form here and there, as in the ceremony of greeting the Queen of May, the dance round the maypole, and in the introduction of Robin Hood and Maid Marian. In good hands the performance of this work may be made exceedingly attractive.

A Merry Christmas. Words by SHAPCOTT WENSLEY; Music by THOMAS FACER.

This also is rather programme music than a cantata proper. It consists of six numbers bearing on the festive season, several of which, as the "Carol-singers" and "Christmas Bells," are of more than average merit. The aim of the composer, which we learn from the preface, was to "combine brevity and brightness;" seems to us to be quite fully realized.

MR. EDWARD ARNOLD'S EDUCATIONAL LIST.

NOW READY.

An Illustrated School Geography.

By ANDREW J. HERBERTSON, F.R.S.E., F.R.G.S., Lecturer in Geography in the Heriot-Watt College, Edinburgh; and formerly in the Owens College, Manchester. With sixteen pages of Coloured Maps, numerous Diagrams and Photographs of Relief Maps, and several hundred magnificent Illustrations. Large 4to (about 12 by 10 inches), 5s.

This work marks an era in the teaching of Geography. It is the first attempt in this country to make the illustrations to the book as systematic and important as the text itself.

The publication of Frye's "Complete Geography" in the United States by Messrs. Ginn & Co. was the first essay in this direction. The book was a phenomenal success, and the whole of the magnificent series of illustrations and photographic relief maps have been placed at Mr. Arnold's disposal for the purposes of a similar work on English lines.

The point of view of Frye's "Geography" was, however, so completely that of the United States that the text was of little use for educational purposes in this country. Mr. Herbertson has therefore written for English schools what is practically a new work upon the most modern and scientific principles of geographical teaching.

The coloured maps have been specially prepared for the book by Mr. J. G. Bartholomew. The greater number of the illustrations in Frye's "Geography" have been made use of, and hundreds of others, carefully selected from other sources, have been added.

A HISTORY OF ENGLAND. By CHARLES OMAN, Fellow of All Souls' College, and Lecturer on History at New College, Oxford; Author of "Warwick the Kingmaker," "A History of Ancient Greece," "A History of Europe, A.D. 476-928," &c. New and Revised Edition. Fully furnished Maps, Plans of the Principal Battlefields, and Genealogical Tables. 760 pages, crown 8vo, cloth, 5s.

Also in Two Parts, each Part complete, with Index, 3s. Part I., from the Earliest Times to 1603. Part II., from 1603 to 1885.

Also in Three Divisions: Division I., to A.D. 1307, cloth, 2s. Division II., A.D. 1307 to 1688, cloth, 2s. Division III., A.D. 1688 to 1885, cloth, 2s. 6d.

LESSONS IN OLD TESTAMENT HISTORY. By the Ven. A. S. AGLAN, Archdeacon of St. Andrews, formerly Assistant-Master at Marlborough College. 450 pages, with Maps, 4s. 6d.

ARNOLD'S SCHOOL SHAKESPEARE.

General Editor: J. CHURTON COLLINS, M.A.

One Shilling and Threepence.

One Shilling and Sixpence.

MACBETH.
TWELFTH NIGHT.
AS YOU LIKE IT.
JULIUS CÆSAR.
MIDSUMMER NIGHT'S DREAM.
THE MERCHANT OF VENICE.
THE TEMPEST.

KING LEAR.
RICHARD II.
HENRY V.
RICHARD III.
KING JOHN.
CORIOLANUS.
HAMLET.

ARNOLD'S BRITISH CLASSICS FOR SCHOOLS.

General Editor: J. CHURTON COLLINS, M.A.

PARADISE LOST. Books I. and II. Cloth, 1s. 3d.	THE LAY OF THE LAST MINSTREL. 1s. 3d.
PARADISE LOST. Books III. and IV. 1s. 3d.	THE LADY OF THE LAKE. Cloth, 1s. 6d.
MARMION. Cloth, 1s. 6d.	CHILDE HAROLD. Cloth, 2s.
MACAULAY'S LAYS OF ANCIENT ROME. Cloth, 1s. 6d.	

JUST OUT.

ARNOLD'S SCALE DRAWING SHEETS.

By A. W. F. LANGMAN and A. WHILLIER.

Twenty Sheets for Teaching Drawing to Scale; with Handbook on "Notes on Method," describing the way of using each sheet.

Price of the Set, 7s. 6d. net.

Mr. EDWARD ARNOLD'S COMPLETE EDUCATIONAL CATALOGUE will be forwarded, post free, on application.

LONDON: EDWARD ARNOLD, 37 BEDFORD STREET, STRAND.

CASSELL'S EDUCATIONAL BOOKS.

"CASSELL'S FRENCH DICTIONARY (515th Thousand, price 3s. 6d.) has become a standard work in this country, being used in the best schools, recommended by many of the first professors of the day, and generally found a reference book of the highest value and importance."—*Daily Chronicle*.

"CASSELL'S GERMAN DICTIONARY (222nd Thousand, price 3s. 6d.) is the best of the smaller German Dictionaries in the field, and this is faint praise."—*Journal of Education*.

"CASSELL'S LATIN DICTIONARY (112th Thousand, price 3s. 6d.) is the handiest, the most useful, and certainly the very cheapest, to be met with."—*Rock*.

"CASSELL'S ENGLISH DICTIONARY (20th Thousand, price 3s. 6d.) is an excellent Dictionary. In addition to the clear arrangement, legible type, and other advantages of the book, it is provided with a common-sense scheme of pronunciation, includes a large number of scientific words, and does not neglect Americanisms, provincialisms, archaic words, phrases, and nonce-words, or words coined for a special occasion."—*Pall Mall Gazette*.

NEW BOOKS AND NEW EDITIONS.

A HISTORY OF ENGLAND.

Revised Edition. From the Landing of Julius Cæsar to the Present Day. By H. O. ARNOLD-FORSTER, M.P., Author of "The Citizen Reader," "This World of Ours," &c., &c. Extra crown 8vo, 832 pages, copiously illustrated. Revised Edition. 5s.

The *Spectator* says:—"No one by whom or to whom this book is read will fail to realize, if he has a normal amount of reason and imagination, the continuity of English history, the connexion with the present and the past, and the profound abiding significance of the internal and external struggles of our forefathers. Nor, we should imagine, can it be studied without producing a genuine sense of the intense interest which critical periods of English history possessed for those whose lot it was to live through them."



FROM "A HISTORY OF ENGLAND."

The *Scotsman* says:—"The picturesqueness of its manner, its fine national spirit, its insistence on those parts of the story that have most use and interest for the modern world, its numerous choice of appropriate and interesting illustrations—all these things make it a book not for the cloistered student, but for everybody who wishes, not merely to be instructed, but to be won to an interest in a study too often made repellent by the Dryadusts. . . . Few popular histories, if any, have been better done."

The *Birmingham Post* says:—"The book is just such a book as will interest a boy in spite of himself, and teach him history without effort, and a great deal more besides. One of the new features of Mr. Arnold-Forster's book is the abundant use he makes of quotations from the poets and prose writers to illustrate and describe the England of the times in which they lived. If it did nothing else but show the intimate connexion between the great writers and the times in which they flourished, the book would have accomplished something never yet thoroughly done by schools."

THE YOUNG CITIZEN; or, Lessons in our Laws. By H. F. LESTER, B.A. Fully Illustrated and handsomely bound in cloth. Price 2s. 6d.

"The Young Citizen" is also published in Two Volumes, under the title of "Lessons in Our Laws." Part I.—"The Makers and Carriers out of the Laws," price 1s. 6d. Part II.—"Law Courts and Local Rule," price 1s. 6d.

The *Journal of Education* says:—"The book will do much to make its readers useful and intelligent citizens, and should find a ready welcome in our rapidly increasing evening continuation schools."

CASSELL'S POETRY FOR CHILDREN. Six Books, each containing sixteen pages in wrapper, with Notes and short Biographies of the Authors. 1d. each; or, complete in One Volume, cloth limp, 6d.

The HEADMASTER of Cotton School, Rugeley, says:—"Your 'Poetry for Children' will, I feel assured, become very popular. In selection, paper, type, and general 'get up' the series is a distinct step in advance of anything I have seen, and I have examined most in the market."

A PRACTICAL METHOD OF TEACHING GEOGRAPHY. (England and Wales.) By J. H. OVERTON, F.C.S., of the Municipal School, Banbury. Twenty-two Maps, interleaved with tracing paper. 6d.

"I beg to acknowledge the receipt of 'A Practical Method of Teaching Geography (England and Wales).' This method is a thoroughly sound one, and one which I have long advocated, as I have viewed the memorizing of outline maps as sheer waste of time. Of course you are aware that pupils sitting for Oxford and Cambridge Locals in Geography have an outline map given them, and are prepared to fill in any required details; and in schools preparing for these examinations your book should have a deservedly wide sale."—(Signed) T. F. G. DEXTER, Finsbury Pupil Teachers' School.

CHEAP EDITION.

A COMPLETE MANUAL OF SPELLING on the Principles of Contrast and Comparison.

With numerous Exercises. By J. D. MORELL, LL.D. 113th Thousand. Price 6d.

"I have known Morell's 'Spelling' for many years, and used it with advantage. In its new binding and at its reduced price (6d.) I do not hesitate to say that it is the best book available."—(Signed) DAVID THOMPSON, Webster Street School, Manchester.

CASSELL'S SONG BOOKS FOR SCHOOLS AND COLLEGES.

Edited by JOHN FARMER, Musical Director of Balliol College, Oxford, late of Harrow School.

SCARLET AND BLUE; or, Songs for Soldiers and Sailors. Extra crown 4to, cloth, 5s. Words only, royal 32mo, 6d., paper; 9d., cloth.

GAUDEAMUS. A Selection of Songs for Colleges, Schools, and the Home. Extra crown 4to, cloth, 5s. Words only, 6d., paper; 9d., cloth.

DULCE DOMUM. 134 Songs for Children. Crown 4to (Old Notation and Words), 5s. Also issued in crown 8vo size, in Two Parts (Tonic Sol-fa and Old Notation and Words), 6s. each. For Infant Schools and Kindergartens.

Cassell's Educational Catalogue will be sent post free on application.

CASSELL & COMPANY, LIMITED, LUDGATE HILL, LONDON, E.C.

MESSRS. BELL'S NEW BOOKS.

COMPLETE CATALOGUE POST FREE ON APPLICATION.

Crown 8vo, 5s.

RES GRAECAE. Being Aids to the Study of the History, Geography, Archaeology, and Literature of Ancient Athens. By E. P. COLERIDGE, M.A., Author of "Res Romanae." With 5 Maps, 7 Plans, and 17 other Illustrations.

Fcap. 8vo, 2s. 6d.

OVID'S METAMORPHOSES. Book XIV. Edited, with Introduction and Notes, by C. H. KEENE, M.A., Dublin, Ex-Scholar and Gold Medallist in Classics.

Fcap. 8vo, 3s. 6d.

OVID'S METAMORPHOSES. Books XIII. and XIV. Edited by C. H. KEENE, M.A.

ADDITION TO THE "CAMBRIDGE TEXTS."

Three Vols. 2s. each.

P. OVIDI NASONIS OPERA, ex corpore Poetarum Latinorum a JOHANNES PERCIVAL POSTGATE Editio, separatim typis impressa.

Tom. I.:—**Heroides.** Recognovit A. PALMER.—**Amores.** Recognovit G. M. EDWARDS.—**Medicamina Faciei Femineae.** Recognovit G. M. EDWARDS.—**Ars Amatoria.** Recognovit G. M. EDWARDS.—**Remedia Amoris.** Recognovit G. M. EDWARDS.

Tom. II.:—**Metamorphoses.** Recognovit G. M. EDWARDS.

Tom. III.:—**Fasti.** Recognovit G. A. DAVIES.—**Tristia.** Recognovit S. G. OWEN.—**Epistolae ex Ponto.** Recognovit S. G. OWEN.—**Halientica.** Recognovit G. M. EDWARDS.—**Ibis.** Recognovit A. E. HOUSMAN.—**Fragmenta.** Recognovit J. P. POSTGATE.

*. This Edition is reprinted from Dr. Postgate's "Corpus Poetarum Latinorum," the *apparatus criticus* being omitted, and is the only Complete Edition of the Text of Ovid published in England.

1,121 pages, double columns, 8vo, 5s.

THE STUDENTS' FRENCH-ENGLISH AND ENGLISH-FRENCH DICTIONARY. By F. E. A. GASC.

Second Edition. Crown 8vo, 2s. 6d.

COMMERCIAL ARITHMETIC. By C. PENDLEBURY, M.A., and W. S. BEARD, F.R.G.S.

Crown 8vo, 2s. 6d.

EXAMPLES IN ANALYTICAL CONICS FOR BEGINNERS. By W. M. BAKER, M.A., formerly Scholar of Queens' College, Cambridge; Headmaster of the Military and Civil Department at Cheltenham College.

Crown 8vo, 2s. 6d.

ELEMENTARY CONICS. By W. H. BESANT, Sc.D., F.R.S., Fellow of St. John's College.

Crown 8vo, 1s. 6d. cloth; 1s. paper.

DOMESTIC HYGIENE. By W. A. WILLIAMS, M.B., C.M. Edin., D.P.H. Lond., Lecturer for the West Sussex County Council. With Diagrams.

BELL'S ENGLISH CLASSICS.

NEW VOLUME. Crown 8vo, 1s. 6d.

POPE'S ESSAY ON MAN. Edited by F. RYLAND, M.A. Cloth, 1s. 6d.

Crown 8vo, 4s. net.

A THOUSAND YEARS OF ENGLISH CHURCH HISTORY. By the Rev. L. O. ASPLEN, late Foundation Scholar of Emmanuel College, Cambridge; Assistant Priest at the Parish Church, Weston-super-Mare.

Small 8vo, 1s.

PARLOUR AND PLAYGROUND GAMES. A Collection of Drawing-room, Schoolroom, Playground, and Nursery Games. Selected and Arranged by Mrs. LAURENCE GOMME. With Illustrations.

LONDON: GEORGE BELL & SONS,

YORK STREET, COVENT GARDEN.

MACMILLAN & CO.'S NEW BOOKS.

EDWARD THRING, Head Master of Uppingham School. Life, Diary, and Letters. By GEORGE R. PARKIN, C.M.G., M.A. With Portraits. In Two Vols., extra crown 8vo, 17s. net.

Standard.—"Mr. Parkin draws a vivid portrait of the most remarkable of the schoolmasters in the latter half of the century."

NEW BOOK BY PROF. SAINTSBURY.

A SHORT HISTORY OF ENGLISH LITERATURE.

By GEORGE SAINTSBURY, Professor of Rhetoric and English Literature in the University of Edinburgh. Crown 8vo, 8s. 6d.

Times.—"Appears to us destined to take an important place in the higher educational literature, a place to which the author's immense erudition and clearness of view undoubtedly entitle it."

MACAULAY.—THE LIFE AND WRITINGS OF ADDISON. With Notes and Appendix by R. F. WINCH, M.A. Globe 8vo, 2s. 6d. [*Macmillan's English Classics.*]

Scotsman.—"The notes are very full, clear, and extremely interesting."

PETITES AMES PAR ÉMILE POUVILLON. Edited by STEPHANE BARLET, B.-ès-Sc. Univ. Gall., F.C.S., Senior Assistant-Master at the Mercers' School, Examiner in French to the College of Preceptors and under the Board of Admiralty. Globe 8vo, 2s. [*Siepmann's French Series.*]

LESSING'S NATHAN DER WEISE. With Introduction and Notes by GEORGE O. CURME, Professor of Germanic Philology in the Northwestern University. Globe 8vo, 3s. 6d.

BACCHYLIDES. A Prose Translation. By E. POSTE, M.A., Fellow of Oriel College, Oxford. Crown 8vo, 2s.

AN INTRODUCTION TO PRACTICAL PHYSICS FOR USE IN SCHOOLS. By D. RENTOUL, M.A., Assistant-Master at Clifton College, and sometime Fellow of Corpus Christi College, Cambridge. Globe 8vo, 2s.

A HISTORY OF CHEMISTRY FROM EARLIEST TIMES TO THE PRESENT DAY. Being also an Introduction to the Study of the Science. By ERNST VON MEYER, Ph.D., Professor of Chemistry in the Technical High School, Dresden. Translated, with the Author's sanction, by GEORGE M'GOWAN, Ph.D. Second English Edition, translated from the Second German Edition, with numerous Additions and Alterations. 8vo, 15s. net.

Speaker.—"A standard book on the subject."

AN INTRODUCTION TO THE SCIENCE AND PRACTICE OF QUALITATIVE CHEMICAL ANALYSIS.—INORGANIC. By CHAPMAN JONES, F.I.C., F.C.S. (London and Berlin), &c. Globe 8vo, 6s.

THE LIVING ORGANISM. An Introduction to the Problems of Biology. By ALFRED EARL, M.A., late Scholar of Christ's College, Cambridge. Crown 8vo, 6s.

KEY TO ALGEBRA FOR BEGINNERS. By the late I. TODD HUNTER, D.Sc., and S. L. LONEY, M.A. Globe 8vo, 8s. 6d. net.

GEOLOGY FOR BEGINNERS. By W. W. WATTS, M.A., F.G.S., formerly Lecturer to the Cambridge University Extension, and Member of Her Majesty's Geological Survey, and now Assistant-Professor of Geology at the Mason University College, Birmingham. With 310 Illustrations. Globe 8vo, 2s. 6d.

Nature.—"One of the best introductions to the science ever published."

DIFFERENTIAL AND INTEGRAL CALCULUS FOR TECHNICAL SCHOOLS AND COLLEGES. By P. A. LAMBERT, M.A., Assistant Professor of Mathematics, Lehigh University. Crown 8vo, 7s. 6d.

AN INTRODUCTORY LOGIC. By JAMES EDWIN CREIGHTON, Sage Professor of Logic and Metaphysics in Cornell University. Crown 8vo, 5s. net.

MACMILLAN & CO., LTD., ST. MARTIN'S STREET, LONDON, W.C.

LONDON UNIVERSITY EXAMINATIONS.

Special Subjects, 1899 and 1900.

All texts are annotated and contain full Introductions. The Vocabularies are in order of the Text, and are preceded by two series of Test Papers.

MATRICULATION.

June, 1899.

Cicero.—In Catilinam I. Edited by T. T. JEFFERY, M.A., late Fellow of St. Peter's College, Cambridge, and T. R. MILLS, M.A., late Lecturer in Greek at Aberdeen University.

INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY (in order of the Text), with TEST PAPERS, *Interleaved*, 1s. A CLOSE TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.

Cicero.—Pro Marcello. Edited by T. T. JEFFERY, M.A. Camb., and T. R. MILLS, M.A. (Uniform with the above in price and arrangement of parts.)

Homer.—Iliad XXIV. Edited by J. H. HAYDON, M.A. Lond. and Camb., Headmaster of Tettenhall College.

INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, by R. M. THOMAS, M.A. Lond., 1s. 6d.

January, 1900.

Vergil.—Aeneid, Book VI. Edited by A. H. ALLCROFT, M.A. Oxon., and B. J. HAYES, M.A. Lond. and Camb., Gold Medalist in Classics.

INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY (in order of the Text), with TEST PAPERS, *Interleaved*, 1s. A CLOSE TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.

Plato.—Apology. Edited by T. R. MILLS, M.A.

INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, 1s. 6d. THE TWO PARTS IN ONE VOL., 4s. 6d. [Ready Dec., 1898.]

INTER. ARTS, 1899.

Livy.—Book IX. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. A TRANSLATION, 2s. THE THREE PARTS IN ONE VOL., 5s. 6d.

Vergil.—Aeneid, Book IX. 1s. 6d.

Vergil.—Aeneid, Book X. 1s. 6d.

Vergil.—Aeneid, Books IX. and X. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. 6d.

History of Rome, 390-202 B.C. With TEST QUESTIONS, 4s. 6d.

Synopsis of Roman History, 390-202 B.C. 1s. 6d.

Plato.—Laches. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. 6d. THE THREE PARTS IN ONE VOL., 5s. 6d.

Euripides.—Hippolytus. (Uniform with the above in price and arrangement of parts.)

History of Greece, 512-431 B.C. With TEST QUESTIONS, 4s. 6d.

Synopsis of Grecian History, Part I, to 495 B.C., and Part II, 495-405 B.C. With TEST QUESTIONS. 1s. each.

Shakespeare.—Coriolanus. 2s.

Milton.—Paradise Regained. 2s. 6d.

B.A., 1899.

Tacitus.—Histories, Book I. INTRODUCTION, TEXT, and NOTES, 3s. 6d. VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. A TRANSLATION, 1s. 6d. THE THREE PARTS IN ONE VOL., 5s. 6d.

Plautus.—Captivi. A TRANSLATION, with TEST PAPERS. 2s. 6d.

Demosthenes.—Meidias. TEXT and NOTES. 5s.

Demosthenes.—Meidias. A TRANSLATION, with TEST PAPERS. 3s. 6d.

Demosthenes.—Androtion. TEXT and NOTES. 4s. 6d.

Demosthenes.—Androtion. A TRANSLATION, with TEST PAPERS. 1s. 6d.

Sophocles.—Oedipus Coloneus. A TRANSLATION, with TEST PAPERS. 2s. 6d.

Addison.—Essays on Paradise Lost, Notes on. 2s.

Langland.—Piers Plowman. Prologue and Passus I.-VII. Text B (as described). 4s. 6d.

History of English Literature, 1660-1798. (*Being Vol. III. of the Intermediate Text-Book of English Literature.*) 3s. 6d.

Complete Catalogue of 500 Books specially adapted for London University Exams., including the Special Subjects for Inter. Arts and Bachelor of Arts, 1900, free on application.

LONDON: W. B. CLIVE,
UNIVERSITY CORRESPONDENCE COLLEGE PRESS.
WAREHOUSE: 13 BOOKSELLERS ROW, STRAND, W.C.

THE JOURNAL OF EDUCATION.

A MONTHLY RECORD AND REVIEW.

SCALE FOR ADVERTISEMENTS.

PUBLISHERS' ANNOUNCEMENTS—	£. s. d.
Whole Page	5 10 0
Half Page	3 0 0
Quarter Page	1 15 0
Per Inch in Column	0 8 0

PREPAID RATES FOR SCHOOL ANNOUNCEMENTS—

Scholarships, Official Notices, &c.—6d. per line; minimum charge, 5s.
Situations Vacant and Engagements Wanted.—30 words for 2s.; each 10 words after, 6d.
Lectures, Classes, Non-Resident Engagements, &c.—48 words for 3s.; each 8 words after, 6d.

An extra fee of ONE SHILLING is charged on advertisements with OFFICE ADDRESS. Date of publication of next issue will be found at top left-hand corner of front page. (Advertisers are reminded that "Letters addressed to INITIALS or to FICTITIOUS NAMES at Post Offices are not taken in, but are sent at once to the Returned Letter Office.")

All Letters respecting Advertisements and Subscriptions should be addressed—"THE PUBLISHER," JOURNAL OF EDUCATION Office, 3 BROADWAY, LUDGATE HILL, E.C. Money and Postal Orders, on the Post Office, Ludgate Circus, E.C., should be made payable to WILLIAM RICE; Orders and Cheques may be crossed, "City Bank, Ludgate Branch." Postage Stamps can only be received at the rate of thirteen to the shilling.

If a receipt is required for an advertisement under 10s., a postcard or a stamped envelope must be enclosed.

Notice must be given of all remittances through the Post Office from abroad, stating full name and address of the sender; and all Foreign Money Orders should be "crossed."

American subscribers may conveniently remit through Mr. C. W. BARDEEN, 406 South Franklin Street, Syracuse, New York; or Messrs. E. L. KELLOGG & Co. 16 East 9th Street, New York.

LONDON: WILLIAM RICE, 3 BROADWAY, LUDGATE HILL, E.C.

GIRLS' HIGH SCHOOLS AND THE UNIVERSITIES.*

By ARTHUR SIDGWICK.

MY first duty, which is also my most pleasing duty, is to echo the words of the Chairman and welcome heartily to Oxford the headmistresses of English girls' schools. Among the sources from which our students are drawn, the secondary girls' schools are, of course, incomparably the largest; their influence on us, and our influence on them—whether openly recognized and discussed or no—is necessarily great, and bound to become greater. The need for sharing counsels is obvious; and the only wonder is that we have waited till the twenty-first year of our existence before seeking the mutual aid which such counsel can give. Individual communications have, of course, been numerous; and notably in the recent public discussion of a larger question affecting the higher education of girls—a question at present settled, and which I do not certainly mean to reopen now—we have received the greatest possible assistance from the headmistresses of secondary schools. But the first oral conference we are opening to-day. Our excuse for this apparent neglect of what is both a pleasure and an opportunity must, I suppose, be that of the gentleman in a well known *Punch* picture, who invited his friend to stay with him in his new-built house, but added, "*when the plants are grown up.*" His thoughts were more hospitable than his words; he was thinking of the interest and pleasure of his guest. There is a real parallel in the cases. This is the year, as I said, of our attaining our majority, and *our plants are grown up*. They are grown up in one most literal sense. The resident tutor (late student) is now a regular institution. These ladies are an essential element of the teaching staff; they are beginning to take their natural places on the educational and administrative Councils; they will represent us to-day in the papers and discussions. To those who have watched these institutions from the first, there are few pleasures so great as to see former students and pupils more and more taking part—their due part—in the tasks of instruction and direction; and this pleasure nobody in the world will better understand and sympathize with than our guests. All heads, whether of school or college, know, or look forward to, the new delight in their work when the former pupil becomes the colleague: they seem to be reaping what

* Opening address at Oxford Conference, October 7, 1898.

they have sown, in the happiest of ways. Some such harvest-time is with us now well begun—our plants are grown up.

And still more have we reached some sort of maturity in other and wider senses. The progress has been so great and various that it is difficult to recall—or even to believe—that the day of small things is not so very long ago. I do not propose to review it in detail; but it may be interesting to remind you of one or two points. The growth in numbers—which is all the outsider knows, if he knows that—is the least of our growths; but it is remarkable enough. From the handful of students in Merton House, at the back of St. John's College, Cambridge—I suppose there are several here who remember Merton House—to the solid phalanx at the two older Universities of to-day, that is a considerable leap for thirty years. The little one has become over five hundred. Far more remarkable is the widening and deepening of the studies, and the higher organization of the instruction and tuition. Our first report (1880) shows forty-seven students; and Honour lectures only in modern languages, English history and literature, and mathematics. It was a modest, even an amateur, programme; as became the beginner, with limited opportunity. None of the men's examinations were open to us; there was no academic recognition, no system of tuition in the special sense; no teachers gave us their whole time, but were mostly gay amateurs or jaded college tutors; the whole organizing was done by volunteers; and the time of students' residence was usually, like the life of other innocents, two years and under. To-day, as our papers show, we have offices in University Buildings; University representatives on governing bodies; regular registration of students; organized system of tuition; practical access to any college or University lectures we want; legal access to all the University examinations which are (or will be) avenues to the Arts Degree for men; libraries in the halls, and central library open to all students (founded by Mrs. Nettleship); liberal admission to University library, museum, laboratory, and art collections; at least a valuable beginning of founded scholarships and prizes—though we badly want more of both; while the students have risen to two hundred, reside ordinarily for three and not infrequently for four years, and, since the University Honour schools were open, have studied and entered for all the courses except theology, have won over thirty first classes in Science, History, English, Classical and Mathematical Moderations, and in that glory of Oxford—whose gate was kept shut long after others were open—the Final School of *Literæ Humaniores*. And all this in addition to thirty-six firsts in the special women's Honour schools, not open to men. Briefly, our experience, and the larger experience of Cambridge, in regard to the aptitude and the competence of women for the highest studies, have been so decisive that, whereas twenty years ago it was common to hear quite intelligent people indulge in large and wise generalizations on what women could do and what they could not, to-day, if any one attempts it, he is hopelessly out of date, and only makes himself ridiculous in the eyes of gods and men.

These things were, of course, foreseen by the few from the first; and ought to have been foreseen by everybody. The woman of ability and gifts is as old and common an institution in the world as the man, and everybody must, in his heart, have always believed in her existence; and, if in intellectual competition with man she took the lower place, common sense might, from the first, have ascribed it to something else than nature.

Nothing, however, can show the distance we have travelled so well as authentic documents of the older time. I suppose others have known the consolation it is when, for any reason, the present looks black against the sunset lights of the past, to turn to older contemporary records, and see what indispensable thing was lacking, or what evil was tolerated, or what foolery was blandly argued, in the times to which morbid depression lends, for the moment, so roseate a hue. It is a consolation occasionally needed, and amply supplied with materials, in Oxford. I lately turned up a precious document of this character. When, in 1884, we made our first tentative and modest request to the University for the opening of four Honour schools to our students, this paper was officially put forward by opponents as an inducement to the non-resident M.A.'s to come up and reject our proposal. I will give two short extracts, which will suffice:—"It is a question whether the purely intellectual arena in which men are obliged to contend is the sphere in which the more refined, delicate, and domestic nature of women should properly move; . . . whether to encourage a severe competition with

the other sex, in which their own will be heavily weighted, does not involve danger to their health, and so to their fitness to discharge the duties of family life." (It is inconvenient to gentlemen to have sick ladies about.) And, again, still more delightfully:—"To enter into a discussion of the dangers to which the *future mothers and teachers of our race* would be exposed, by an unrestricted course of reading and study, and an intimate acquaintance as well with the *heathen literature of the ancient world*, as with *modern physiological research*, . . . would be out of place in this paper." I am very glad, nevertheless, that it found a place in this paper. I venture to think this appeal unsurpassed, even in the annals of electioneering literature. Of physiological research, it is polite to assume, neither writer nor readers had contaminated their minds with any knowledge. Science was a horror comparatively new—regrettable for men, and for women awful. But think of the words "heathen literature" in a plea addressed by old-fashioned classical Oxford to itself! I fear there are several among my audience who have unfitted themselves for life, and permanently lost the feminine flower of their spirit, by a rash acquaintance with those deplorable heathen writers Homer, Sophocles, Plato, and Vergil. There certainly is no one anywhere to-day who would put forward such a plea. To find one who thought it you would have to look with a lamp, like an inverted Diogenes, into the dark places of the earth.

And of the work thus founded and thus developed what have been the results? The first and most important is one with which we cannot here deal, though it ought not to be passed by in silence. It is the result to the student herself—the awakening of a higher order of intellectual interest by closer contact, at least, with one corner of the world of knowledge; the evoking and maturing of her powers by systematic study on high standards; the stimulus to her desires, and the adaptation of her capacities, for a wider sphere of usefulness; and in some cases, at least, the discovery and development of talents, or even genius, which might otherwise have remained unknown to herself, or been known too late to enable lost ground to be recovered. Apart from this, the main result, visible to all, is the new vigour poured (through the University-trained student) into the secondary schools. From the first she has found a demand for her services in this most appropriate work, as, of course, it was largely with this end in view that so many of the educationists of the day pressed forward this reform at the Universities. I do not forget the immense debt which girls' education in many places owes and owes to the labours and influence of gifted and devoted women who never had the chance of a University training. But these are just the people—I know there are some here to-day—who best know how the level of the schools has been lifted by the new opportunities of study; as they are just the people who most earnestly promoted the reform. The business part of our Conference will contain, it is to be hoped, so large an element of mutual and self-criticism, of ideals to aim at, and schemes of improvement in detail, that I think it right, at the outset, to emphasize strongly, however well known the fact may be, the great strides that have been made in regard to the higher education of women, both at the University and at the schools. I am old enough to remember two University and three School Commissions; and the advance made between the Schools Inquiry of the sixties, and the Secondary Education Commission of the nineties, may be described, without exaggeration, as being, on the physical side, a change from calisthenics, the backboard, and walks in pairs, to at least the beginning of organized games—to cricket, hockey, tennis, the boat, and the bicycle; and, on the mental side, from narrow and frivolous interests, ill-grounded accomplishments, slipshod language-learning, fraudulent mathematics, and, in literature, pottering and amateur ignorance—unfavourably contrasting with what G. Eliot calls the sounder quality of the ignorance of the boys—from these pitiful things to genuine and systematic teaching, and some real development of faculty.

And, in taking these steps forward and upward, the schools have had, I may remark, two wholly different problems to face, which we at the Universities often do not sufficiently consider. They have had, on the one hand, to make their instruction a proper preparing ground for those who will afterwards enjoy the new facilities for pursuing higher studies; and they have had, on the other, to realize in thought, and actualize in organization, their newly-felt responsibilities towards the high percentage of

pupils to whom school-work is the end of their general education. The same thing has been happening, at the same time, in boys' schools, in regard to this latter problem; the narrow classical curriculum, which has now been widened, or is being widened, everywhere, was really based, or at any rate defended, on the hypothesis that the whole business of the high or grammar schools was to prepare for the Universities; and it is still too common to hear University people talk as if the schools ought to have nothing else to think of. The schools have known better. The boys' schools have realized, in spite of the increase and multiplication of Universities, that the great majority of their members do not, and will not, go on to the Universities; and have more and more during the last thirty years expanded their curriculum, varied their alternative studies, and adapted their methods and machinery to meet the needs—not new needs, but newly recognized needs—of the majority. I have myself seen the introduction into public schools of systematic science, English, music, and drawing, modern sides, Army classes, Civil Service classes, debating and natural history societies, reading societies, school magazines, and popular lectures; quite apart from the better organization of old studies, especially perhaps history and modern languages; the whole amounting to the entire change of attitude towards the educational problem. And, if the boys' schools have thus repented, the newer girls' schools, owing to the time of their birth, have needed no repentance. They have started under the influence of better educational ideas; and what they have needed has been time and efforts to attain a higher standard of systematic work. In this development their connexion with the Universities has been of the greatest value. The examinations—Local, Higher Local, and Certificate—have done much; and the preparation of pupils for the University studies, and the enriching of their staffs by University-trained teachers, have been still more helpful in the same way. But at no time have these schools forgotten, nor can they have any temptation to forget, the 98 per cent. of their pupils who do not go on to higher studies. The real difficulty, of curriculum and arrangement of work, lies in the need to meet, among other clamorous demands, these two partly conflicting claims: there is no danger whatever of the old sort, the contented sacrifice the 98 per cent. to the 2. These facts, it seems to me, supply the true answers to the fears that are felt, or at any rate have been expressed, in some quarters, lest, in the new zeal for education, the girls' schools should be narrowed by too great assimilation to the boys'. The error is double. The classical boys' schools have, since 1868, gone very far—though something remains to be done—in correcting their narrowness; and the girls' schools have not only never been narrow in quite that sense, but also, with the new ideal of elastic and adaptable curricula, and new sense of responsibility towards the diverse needs of the mass of their pupils, are in less danger of narrowness than ever they were in their history. Assimilation, in any bad sense, is not a danger to be feared. Ideas have, no doubt, been borrowed, and the borrowing has not been wholly one-sided; but the more life there is, and the more individual needs are considered, the more variety of type—that is, the less real narrowness—is produced. In so far as assimilation has taken place in the detail of teaching, it rests on the simple and obvious fact that the same elementary truths are apprehended by all in the same way; and that in learning, say, the analysis of a salt, the geometry of the circle, or the use of the French subjunctive, there may be a sound and an unsound way; but there is not a male and a female way, any more than there is a negro and a white-skinned way or a brunette and a blonde way. The divergence of type, which consisted in a sharp contrast between a hide-bound classical gerund-grinding for boys and a slipshod and amateur dabbling for girls, is not exactly one of those varieties which promote width of mind or which profitably and pleasantly diversify human life and experience; nor need its disappearance be regretted, even by the lover of the picturesque.

In one respect, as I have hinted, the very backwardness and inadequacy of the girls' schools at the beginning of the period of change described has been an advantage to them; they have not had, like the boys' schools, and, still more, the older Universities, to overcome a stiff tradition and convert inadequate arrangements into satisfactory ones. They have been obliged to create anew. The new demand for day schools, the disestablishment of the governess, the new ideal of soundness of teaching and real education of girls, a new set

of better educational methods, the increased need and desire of women to earn their living—these movements, connected, but not identical, have all been roughly simultaneous, and the result is that the improvement has been, in the case of girls, not so much a better culture of the old gardens, as fresh enclosures and new planting on a large scale. The difficulties of such new efforts are obvious; but, perhaps, it is only those who, like myself, have worked for thirty-five years in old foundations who can understand what countervailing advantages new schools may have. It requires some such experience to realize how, in such time-honoured places, noble and inspiring traditions may coexist with inadequate plant and worn-out educational implements, and be hampered by the obstinate survival and toleration of arrangements that ought to be obsolete. Time was, says Macbeth, that when the brains were out the thing would die; but in old foundations, it must be admitted, the death is hard. To take only the more obvious points of efficiency, I have seen in more than one school (dating back some centuries) the most frightfully insanitary boarding-houses, perfectly obsolete school-books, class-rooms where you could not see, could not hear, and felt only the draughts, and I have listened to scholars of vast erudition and European reputation delivering instruction of the highest interest in such a way that, after half an hour of it, *I alone was awake*. I won't say when or where these things were. Wild horses would not drag from me a name, and I hasten to add that all trace of the particular evils I have in mind has long ago disappeared. But these personal experiences may be relied upon, and may serve to illustrate my point.

Another valuable and interesting result of the general movement we have been considering, and one which directly concerns both the schools and the Universities, is the pressing question of the training of secondary teachers. I do not propose to argue the question of such training. The country does not now require to be convinced; the Universities do not require it; and, least of all, do the women require it. And the very last people in the world to need such argument are the headmistresses. Of the Universities, Cambridge has been longest at work; and in the Cambridge lists the preponderance of feminine Christian names is a most remarkable—and to a man a rather humiliating—fact. Of this, as of other openings for self-improvement, I must reluctantly admit, the ladies seem the more eager to avail themselves. The evidence of audiences at the public lecture, at the public meeting, at teachers' guilds and similar gatherings, all points that way. It is partly, perhaps, that even under changed conditions they still have more of that precious commodity leisure, which to some of us seems scarcer than water at the East End. But, in regard to training, it is partly, also, I think, in this case, too, that they are more free from hampering tradition. The whole field is newer to them; they are more naturally disposed to carry out the apostolic precept, to prove all things, and hold fast that which is good. To us at the Universities who are trying the experiment of secondary training—for, well satisfied as we are with our beginning, we all recognize that we are still in the experimental stage—the advice, criticism, and help of the schools, and particularly of experienced teachers, are, and will be, of the greatest importance. That secondary training has come to stay, no one who watches the drift of things, I think, can doubt; but that it will grow, and modify, and develop in ways that we cannot at present fully foresee, appears to me no less certain. And the active co-operation of the schools will obviously, therefore, be indispensable; and I doubt not will be, as it has been, readily forthcoming.

The two great dangers, it seems to me, in regard to training are the outside danger—owing to pressure of time and scanty resources—of students sacrificing any part of general education to the special professional preparation; and the inside danger, of laying insufficient stress on the practice, as compared with the book-learning and second-hand knowledge of education. Both these mistakes have been made; and training in the past has suffered, and given real cause to the enemy to blaspheme—though the blasphemer has, as usual, rather tried to kill than to cure. Both dangers are, I think, now understood; and everybody is working to counteract them. The former is the more acute—the case of those who cannot afford both a full University and a full training course. The difficulty will never be fully met till both qualifications are imperatively required; and this will inevitably mean that some aspirants will be excluded.

We in this room know something of the heroic efforts made by women with scanty funds to get learning and qualification ; it is a noble and a touching chapter in educational history. We must hope and strive, so that every chance be given to such zealous seekers by public and private aid, that no competent aspirant be lost to the profession by her poverty. But the interests of the taught must stand first.

I wish, in conclusion, to say a few words on a more general question which we always have with us ; and which in any discussion between Universities and schools is inevitably involved—the question of delimitation of functions. It is a frontier question ; and, like all frontier questions, is full of delicacy and difficulty. I shall try to keep clear of futility on the one hand, and offence on the other ; and, if I do not succeed, you will be able to say, with very great plausibility, that I know very little about it.

On the question of specialization, we should probably all agree to the statement that school study is mainly general, University study is mainly in a special branch. I am speaking of Honour studies, which most girls meant for the University will take if they can. But this clear division of functions is not exactly true on either side. You will see from the paper that the classical study has at Oxford a pinch of mathematical salt in Responsions ; that science, law, and mathematics demand, besides the classics of Responsions, another pinch of salt in the additional subject ; and that history, theology, and English can only be reached through a second classical avenue, that of Moderations. On the schools side, though a plurality of subjects usually is kept up to the end—and it is very important that this should be so—yet the *whole number* cannot be so kept up, and there must be—say *half-way through the school course*—a choice made, whereby everybody drops some parts, and lays more stress on others. Thus specialization at Universities is, at least, in some cases a little delayed ; and at schools it is, at least, partially begun. The real difficulty at schools is to keep up for those who aim at Universities the subjects which are not asked for in the entrance or scholarship examinations.

Some sort of attempt is made to meet this on our side by essays and general papers set for entrance ; but this is not enough. It should be clearly recognized by all parties—teachers, pupils, and parents, that concentration on a single subject at school is always a sacrifice, and usually a mistake ; that the pupil so treated is in danger of missing her chance of the best and truest education, and even of not making the best use of her University studies. Some sort of language and literature training in the last year or two at school is badly wanted by all ; and, perhaps, most needed by the future scientist or mathematician, who should, at least, give time to German. The Latin is badly wanted for the specialist in English, History, or French. In this way, while a girl meant for the University will weight more heavily the subject which is to be her main work afterwards, she will, I hope, give a substantial time to—let us say, two or three other subjects ; which will at once prevent her mind contracting under specialization, and will also be largely helpful, if not at once and obviously, yet certainly and in the long run, to the subject which is to be her main interest. The proper grouping of subjects, to form a good educational course for the specialist, is not a task I can attempt now, even in outline ; and in the actual working it is so complex that it must be left to the trained and experienced organizer—of whom we have plenty in the room ; but what I am contending for is the principle ; and the principle will, I hope, be admitted.

One other difference between girls' and boys' schools has hitherto been constant, and in some degree and shape is practically certain to remain : the boys' curriculum is conditioned by the need of preparing for a great variety of professions, while the girls, in so far as they have aimed at a profession at all, have aimed at the single profession of teaching. This relieves the organizers of girls' schools from disturbing elements which complicate the curriculum and time-table of boys ; and sets them free to consider more exclusively the general objects of education, the awakening of intellectual interest, and the development of faculty. But new openings for women's employment are constantly arising, as the division of labour becomes more complex ; and it is impossible to say in the future how soon this may affect the schools. Meanwhile, with the diversity of talents and mental powers in the pupils, the growing multiplicity of studies, the more thorough investigation of methods, the rising standard of good work, and the increasing

demands of parents and public, there are calls enough in all conscience on the best efforts of school teachers and administrators. If these efforts involve pains, as they do, at least we may feel that they are growing-pains : and every thoughtful person must feel that the work in which you are engaged is a noble and indispensable task, whereof any man or woman may be proud to take even the smallest share, and to spend and be spent in the doing of it.

JOTTINGS.

FOR the Headmastership of Harrow there is a fairly large field, but no pre-eminent candidate. Besides Mr. Glazebrook, of Clifton, whom we mentioned last month, we hear that Mr. Wood, of Tonbridge, Mr. Holthouse, of Durham, Mr. Gray, of Bradfield, Mr. Field, of Radley (late of Canterbury, and sometime an assistant-master at Harrow), Mr. St. John Parry, of Trinity College, Cambridge (one of the selected candidates for Charterhouse), and Mr. L. Ford, of Eton, are standing.

WHEN Mr. Rendall was elected no testimonials were required, but only the names of three referees. Among the applications received by the governors was one from a Charterhouse boy, backed by three of his schoolmates, who pronounced him, in their opinion, by far the fittest man for the post.

BEARING on the food question, there is an instructive entry in Thring's Diary :—"I went over accounts with Bagshawe this morning to test the estimate of a boy's cost. The food costs for thirty-six weeks from £17 to £17. 10s." The total cost of a boy to a house-master is put by Thring at £45 ; but it must be remembered that at Uppingham the number in a house was limited to thirty, and each boy had a study to himself. It is from the more expensive schools, such as Harrow and Wellington College, not from cheap schools like Cranleigh and Hurstpierpoint, that complaints of bad food reach us.

OUR esteemed contemporary, the *Educational Times*, is hardly up to date with its news. Under its "Literary Gossip" of last month we find the announcement that "the Clarendon Press is on the eve of publishing a new volume of Latin Elegiacs, 'Musa Claudia.'" The book was reviewed by us some months ago. Worse than this, a specimen of the forthcoming volume is selected for its "very gradely style." In the quatrain quoted, "Shakespeare" is rendered "Mytilenæi senis secta." Can "gradely" be a misprint for "gradusly"? Whether a misprint or not, the author, Mr. Phillimore, has some cause to complain.

THE London College of Music commenced its autumn term with a large accession of new students. The various classes held both day and evening in pianoforte, singing, harmony, composition, &c., seem to meet with much appreciation, and considerable additions have been made to the ranks of the orchestra, choral society, ladies' choir, and operatic class. An entirely new departure has been the introduction of private evening lessons at reduced fees.

THE Annual Preliminary Examination for London School Board Scholarships will be held on December 1 and 2, 1898. This year there will be 74 scholarships and exhibitions—46 for boys and 28 for girls. This number includes 20 places for boys in the Christ's Hospital School, London (Blue Coat School), and ten places in their Girls' School, Hertford ; and 20 places for boys and 15 for girls whose parents have resided for a year in various London parishes. The scholarships vary in annual value of from £20 to "not less than £50," tenable from three to four years. Further particulars and application forms may be obtained at the offices of the Board, or by written application to the Clerk of the Board, School Board for London, Victoria Embankment, W.C. Application forms, duly filled up, must be received on or before November 7, 1898.

IT is announced that the Welsh Central Board intend in future to grant junior and senior certificates, analogous to the Scotch Leaving Certificates on the result of their annual examinations of intermediate schools. The senior certificate will be accepted as an equivalent for the Matriculation Examination of the Welsh University.

MISS ANNIE GARRETT, after a successful career at the Southport Physical Training College, has been appointed gymnastic and games mistress at Penrose College, Colwyn Bay. Miss Garrett, during her

training at Southport, obtained the Curzon Gold Medal for general proficiency (presented by Lord Curzon); also the Gold Medal for swimming (one mile), and the Gold Medal for rope climbing (sixty feet) awarded by the National Physical Recreation Society.

AFTER considerable delay, the Admiralty has approved the plans for the erection of the new Naval College at Dartmouth, to take the place of the cadets' training ship "Britannia." An early start will be made with the work, and it is expected that the building of the college will occupy about four years. Accommodation will be provided for two hundred and forty cadets and the usual staff. The "Britannia" will probably be retained in its present position for the accommodation of the waiters attached to the college.

THE personal estate of the late Mr. Walter Wren has been valued at over thirty-two thousand pounds.

MISS E. V. OWEN, of Aberystwyth University College, has been appointed assistant-mistress in the Llanidloes County School.

THE Bishop of Winchester has appointed the Rev. Henry Martin, M.A., Principal of the diocesan training college, to the vacant honorary canonry in Winchester Cathedral.

AT Queen's College, London, Miss M. P. Seeley has been elected a Fellow, and Misses G. Denby and E. Warrington Associates "with distinction."

AT its last meeting the Llanelly School Board unanimously resolved to give twelve months' notice to all its married female teachers; and in future the marriage of a teacher will be held equivalent to the resignation of her position.

KING'S COLLEGE, London, has arranged a course of lectures and demonstrations for sanitary inspectors.

WE wonder if anything more will be heard from the Committee of representatives of educational interests which Sir George Kekewich summoned early in the summer, to consult as to a joint educational exhibit at Paris in 1900? Or will this prove to be another example of a "joint" which does not work?

OF the many examples of "English as she is wrote" with which the *Westminster Gazette* has been diverting its readers, the gem, undoubtedly, is the advertisement of a Paris innkeeper to this effect:—"The wines shall leave you nothing to hope for." There is a certain manual published in England, by the aid of which—so states the preface—"any one acquainted only with the English language is enabled to compose any letter in French." It would seem that similar manuals of English are current in France.

IT is said, and with some show of truth, that the higher salaries paid in Board Schools are attracting teachers who a few years ago would have entered secondary schools. But there is another side to the question. Witness the fact that a School Board in Wales is advertising for an assistant-mistress to take charge of the sewing and to teach infants, at a salary of £15 a year. Another recent advertisement is more amusing than tragic. A certificated mistress is needed in a Church school. She is to have no family, but must possess a husband who is "an experienced farm labourer."

THE Pupil-Teachers' University Scholarship Committee continues—in spite of its lengthy title—to do good work. The annual report states that 23 ex-pupil-teachers are now either at Oxford or at Cambridge, owing to the help afforded by this Committee. More than this, the example so well set is being followed by some of the colleges, who are offering exhibitions to intending elementary teachers.

IT is announced that the speech made by the Lord President of the Council when he introduced his two Education Bills into the House of Lords, on August 1, is to be published in pamphlet form.

THE munificent sum of £50,000 has been offered by Mr. John Corbett, for the purpose of founding and maintaining a school of agriculture for the sons of tenant-farmers in Worcestershire.

CAN it be that school-children read the reports of inspectors? We find one of these gentlemen saying: "Children are now told everything, taught nothing." And on the heels of this we have the following story vouched for by a correspondent in the *Morning Post*:—"Well, Lizzie, are you going to school?"—"Yes, sir." "And what do they teach

you at school?"—"Please, sir, they teaches me everything, but I learn nothing." So true is it that out of the mouths of babes shall the inspector's criticism be justified—or quoted.

IT seems that the mistresses of the London Board schools are not satisfied with the way in which their interests are treated by the associations at present in existence, and that, in consequence, they have decided to form a Union of their own.

THE magnificent scheme for the University of California, under which the architect was to be unfettered by any considerations of time or money, has naturally caused a keen competition. The jury which sat at Antwerp has now completed its preliminary selection, and has chosen some dozen firms who are invited to participate in the final competition which will take place in California next June. The Committee hope to have the University buildings completed within twenty-five years.

THE London School Board has decided that it be an instruction to the Works Committee "that, when a higher standard school is erected, a gymnasium available for boys and girls shall form part of the equipment of such school."

IT is an old story, but, as Sir Richard Webster evidently thought when he gave away prizes the other day, it will bear repeating. "Sir," wrote the conceited candidate to the examiner, "I must have been plucked by mistake." "Quite right," was the reply, "you were plucked by many mistakes."

TRULY, nothing is sacred to the examiner! According to a writer in the *Young Man*, in a recently set logic paper candidates were asked to characterize certain terms as absolute, relative, &c. One of the terms included was "Mr. Balfour." Said one of the examinees: "Mr. Balfour is absolute if considered with reference to himself alone, but relative if considered with reference to Mrs. Balfour."

WE hear that the Modern Language Association intends to hold its annual meeting at Cambridge on December 21 and 22. Professor Skeat is nominated as President for 1899.

EXTRACT from a private letter:—"Mrs. Blank [the headmaster's wife] has a little girl, and one of the small boys said, 'I wish Mr. Blank would have a baby every day. It makes him so kind.'"

THE boy was only twelve years of age, and the magistrates awarded him six strokes with a birch for burglary. A School Board officer bore witness to the fact that the boy had had a splendid education. But the father—and here lies the tragedy—said the boy had been ruined by the school. He had been advanced too fast for his brain. He was in the seventh standard, and was not qualified for the third.

WE are apt to consider the lady-doctor as a product of the "new-woman" era. But some one has unearthed a document of the days of James I. which contravenes this view. It seems that a certain surgeon to the Privy Council petitioned this monarch to allow him to grow tobacco, inasmuch as his profession did not afford him maintenance because it was so much practised by gentlemen. There would, indeed, seem to be nothing new under the sun.

WE know that the German teacher is well looked after by a paternal Government. But it is news that the bicycle has fallen under the displeasure of the inspectors. The elder teachers think also that it is impossible to maintain discipline if their younger colleagues mount bicycles in the school grounds and ride out among the scholars.

WE rub our eyes. Can it be true? An "Old Etonian" writing to the papers to complain of a "recent new custom at Eton." The oppidans of the Sixth Form, the captains of houses, and the members of "Pop," have the privilege of flogging the smaller boys. A new custom! We had thought this was one of the most sacred rights of the public-school Sixth Form, cherished ever since the dark ages, and never, never to be given up.

A CURIOUS effort has been made by the sectarian schools in Edinburgh to share in the education rate. The Roman Catholics and Episcopalians have asked the School Board to provide them with books. Had the Board granted this request, it could not logically have refused an even division of the School Board rate.

A CONFERENCE has been arranged and is to be held in November between the governing bodies of all endowed secondary schools in Essex. Colonel Lockwood is to preside.

MR. ARNOLD-FORSTER presented the prizes and certificates to the successful candidates at the recent examination held by the College of Preceptors. He stated that his experience as a publisher led him to believe that the general standard of education in this country was lower than in Germany and France.

THERE seem to be some signs that the War Office is repenting its decision that all promotions must be made by examination. A recent announcement states that in exceptional circumstances an officer may be exempt from this examination.

WHILE all the world (educational) is crying out about irregular attendance and the low leaving age at elementary schools, the *Globe* finds in the recent report of the Committee of Council a proof that children stay at least long enough at school. The average school life has risen from two and a-half to over seven years. But the *Globe* forgets that infants now are taken at the age of three.

TOYNBEE HALL has inaugurated its winter educational session. There are at the present fifty students in residence in the Wadham and Balliol Houses. In fact, something like a University college in East London is being formed.

THE Commissioners appointed under the University of London Act are Lord Davey, the Bishop of London, Sir William Roberts, M.D., Sir Owen Roberts, D.C.L., Professor Jebb, LL.D., Dr. Michael Foster, and Mr. E. H. Bask. The Secretary is Mr. Bailey Saunders.

HERE is a story for the Child Study Society, told by Lord Crewe at Liverpool the other day. "If I say my lesson," protested the child, "what's the use? You will only make me learn something else." This child had evidently not read Dr. Creighton's advice to teachers, which we comment on elsewhere.

WHO will educate our members of Parliament? Mr. Walter Morrison, who represents the Skipton division, is reported to have said that secondary education was under the Charity Commissioners, and at present the Charity Commissioners were under no control at all.

TUNBRIDGE WELLS has set a good example of harmonious working by establishing a joint committee of educational interests to manage continuation schools and similar institutions.

MISS WINIFRED ELLIS, sister to the chief Radical Whip, has started on a lecturing tour in Wales, with the object of teaching the principles of *petite culture* and dairy-farming.

PROF. HUDSON, whose contributions towards the simplification of geometry teaching will not have been forgotten, announces a course of lectures on Saturday mornings—free to teachers—on the teaching of elementary mathematics.

WHILE advertisers have been vying with one another in claiming all possible advantages for each several system of shorthand, the Headmaster of Owen's School, Islington, has conducted a useful experiment. Here it is in his own words:—"In September, 1897, I started two parallel classes, one to begin learning Pitman's system, and the other to begin the Script system. The two classes were composed, as nearly as possible, of boys of equal intelligence and standing in the school, with the exception of one, and, perhaps, two, particularly dull boys in the Script class. At the end of the school year they had extracts dictated to them at the rate of about thirty, forty, and sixty words a minute. The Script boys did far better than those learning the other system. The two classes numbered together twenty-one boys, and eight of the Script boys were ahead of the first of those learning the other system. To be more exact, while the highest Script boy gained 93 per cent. of the total marks, the highest in the parallel class only gained 52 per cent., and the average marks of the Script class was 63, against 36 in the other class. These results were on two lessons a week for three terms. Of course, it remains to be seen what the future rate of progress will be; but the above are the results so far."

A JOTTING from an article in the *Guardian* on secondary education:—"There exists in this country a phenomenon which, doubtless, in fifty years' time will be viewed by posterity with amazement—we mean simply the horde of teachers, of all grades above the elementary schools, who have received no professional training whatever, although the work which they undertake is admittedly most important to the future of the country, and supremely difficult."

WE regret that the report of our special correspondent at Aberystwyth reached us after we had gone to press. He describes the Master of Trinity's address as "the most impassioned oratory I have ever listened to—and I have heard Gladstone."

CALENDAR FOR NOVEMBER.

[Items for next month's Calendar should be sent in by the 25th inst.]

- 1.—Toynbee Hall, London, 8 p.m. First of a course of lectures on "The Principles of Law," by J. Gorst-Clay, M.A.
- 4.—24 Cleveland Gardens, W., 5.30 p.m. Lecture on "The Drama of Beaumont and Fletcher," by J. B. Hodge. (Teachers' Guild.)
- 5.—Toynbee Hall, 8 p.m. A free lecture on "Norman London," by Sir Walter Besant.
- 9.—133 Queen's Gate, S.W., 8 p.m. Lecture on "Tennyson's Use of the Arthurian Legends," by J. N. Hetherington. (Teachers' Guild.)
- 11.—Kensington Park High School, Colville Square, 8 p.m. Lecture on "Some Elementary Astronomy," by C. T. Mitchell, M.A. (with lantern illustrations). (Teachers' Guild.)
Lecture on "The Uses and Limits of the Inculcation of the Principle of Authority in the Training of Children," by the Rev. E. A. Abbott, D.D. (P.N.E.U.)
- 12.—Toynbee Hall, 8 p.m. A free Lecture on "London's Local Government," by Laurence Gomme.
- 14, 21, 28.—Toynbee Hall, 8 p.m. Three lectures by Dr. Blake Odgers, Q.C. (Recorder of Winchester), on "Chaucer, Milton, and Shakespeare."
- 15.—Post Translations for Competition.
- 19.—Toynbee Hall, 8 p.m. A free lecture on "London and the County Council," by B. F. C. Costelloe, L.C.C., L.S.B.
- 21, 22.—Conference of Modern Language Association at Cambridge.
- 22, 23.—Headmasters' Conference at Shrewsbury.
- 23.—Post School News, items for the Calendar, &c., and Advertisements intended for December issue.
- 25.—North London Collegiate School for Girls, Sandall Road, Camden Road, 8 p.m. Lecture on "The First Great Teacher, Socrates," by the Rev. H. Scott Holland. (Teachers' Guild.)
- 26 (noon).—Latest time for receiving Teachers' prepaid advertisements for the December "Journal."
- Toynbee Hall, 8 p.m. A free lecture on "London and the Suez Canal," by Sir Thos. Sutherland, K.C.M.G., LL.D., M.P. (Chairman of London Board of Suez Canal Co.).
- Jerusalem Chamber, Westminster Abbey, 4 p.m. Lecture by the Very Rev. Dean of Westminster, on "The Abbey and its Surrounding Associations." (Teachers' Guild.)

The DECEMBER issue will be ready on Wednesday, November 30.

PUBLICATIONS RECEIVED.

- EDWARD ARNOLD.—Edmund Burke's Letter to a Noble Lord. Edited, with Introduction and Notes, by Albert H. Smyth. Price 1s. 6d.—Select Poems of Shelley. Edited, with Introduction and Notes, by W. J. Alexander. Price 5s.—Selections from the Poetical Works of William Cowper. With an Introduction and Notes by James O. Murray, D.D., LL.D. Price 4s. 6d.—The Alcestis of Euripides. Edited, with an Introduction and Critical and Exegetical Notes, by Herman Wadsworth Hayley, Ph.D. Price 6s. 6d.—The Ranger Series of Scenes from Popular Books: Scenes from Poor Jack, by Captain Marryat; Peter the Whaler, by W. H. G. Kingston; The Spy, by J. Fenimore Cooper; The Pathfinder, by J. Fenimore Cooper; Westward Ho! by Charles Kingsley; The Rifle Rangers, by Captain Mayne Reid; Children of the New Forest, by Captain Marryat; It is Never Too Late to Mend, by Charles Reade; Kenneth, or the Rear-Guard of the Grand Army, by Charlotte M. Yonge; A Christmas Carol, by Charles Dickens; Fairy Tales, by Hans Andersen; The Wonder Book, by Nathaniel Hawthorne. Price 3d. each.
- G. W. BACON & Co.—Bacon's "Excelsior" Drawing Cards: Familiar Folks. Price 1s. 6d.
- GEORGE BELL & SONS.—Swift's Writings on Religion and the Church, Vols. I. and II. Edited by Temple Scott. Price 3s. 6d. each.—The Cathedral Church of Southwell: a Description of its Fabric, and a brief History of the Episcopal See. By the Rev. Arthur Dimock, M.A. With thirty-eight Illustrations. Price 1s. 6d.—Pope's Essay on Man. With Introduction and Notes by F. Ryland, M.A. Price 1s. 6d.—Domestic Hygiene. Including some General Problems affecting the Public Health. By Arnold Winkelried Williams, M.B., C.M., D.P.H. Price 1s. 6d.
- BLACKIE & SON.—The Lady Isobel: a Story for Girls. By Eliza F. Pollard. With four Illustrations by W. Fulton Brown. Price 2s. 6d.—The Bonded Thier. By Bessie Marchant. With four Illustrations by William R.aney, R.L. Price 2s. 6d.—A Dreadful Mistake. By Geraldine Mockler. With four Illustrations by William R.aney, R.L. Price 2s. 6d.—Her Friend and Mine: a Story of Two Sisters. By Florence Coombe. With three Illustrations by William R.aney, R.L. Price 2s.—Chips and Chops, and Other Stories. By R. Neish. With sixteen Illustrations by H. R. Millar. Price 2s.—The Newton Science Readers. Third Book. By W. Furneaux. Price 1s. 2d.—The Odes of Horace, Book I. Edited by Stephen Gwynn. With Illustrations from Antique Gems. Price 1s. 6d.—A Girl of To-Day. By Ellinor Davenport Adams. With six Illustrations by Gertrude Demain Hammond, R.L. Price 3s. 6d.—Courage, True Hearts: the Story of Three Boys who Sailed in Search of Fortune. By Gordon Stables, M.D., C.M. With six Illustrations by W. S. Stacey. Price 3s. 6d.—The Troubles of Tatters, and Other Stories. By Alice Talwin Morris. Illustrated by Alice B. Woodward. Price 3s. 6d.—Under Wellington's Command: a Tale of the Peninsular War. By G. A. Henty. With twelve Illustrations by Wal Paget. Price 6s.—Both Sides the Border: a Tale of Hotspur and Glendower. By G. A. Henty. With twelve Illustrations by Ralph Peacock. Price 6s.—The Turkish Automaton: a Tale of the Time of Catherine the Great of Russia. By Sheila E. Braine. With six Illustrations by William R.aney, R.L. Price

35. 6d.—The Handsome Brando: a Story for Girls. By Katharine Tynan. With twelve Illustrations by Gertrude Demain Hammond, R.I. Price 6s.—At Aboukir and Acre: a Story of Napoleon's Invasion of Egypt. By G. A. Henty. With eight full-page Illustrations by William Rainey, R.I., and three Plans. Price 5s.—An Alphabet of Animals. By Carlton Moore Park. Price 5s.—Sketches of the Greek Dramatic Poets for English Readers. By Charles Haines Keene, M.A. Price 3s. 6d.
- WILLIAM BLACKWOOD & SONS.**—Foreign Classics for English Readers:—Rabelais, by Sir Walter Besant; Montaigne, by the Rev. W. Lucas Collins, M.A. Price 1s. each.—Progressive German Composition, with copious Notes and Idioms, and First Introduction to German Philology. By Louis Lubovius. Price 3s. 6d.
- JAMES BOWDEN.**—Concerning Teddy. By Mrs. Murray Hicks.—Through Battle to Promotion. By Walter Wood. Illustrated by W. B. Wollen.—Nothing but Nonsense. By Mary Kernahan. With Preface by Coulson Kernahan. Illustrated by Tony Ludovici.—The Travellers, and other Stories. Written and Pictured by Mrs. Arthur Gaskin.
- CAMBRIDGE UNIVERSITY PRESS.**—The Union of Italy, 1815-1895. By W. J. Stillman, L.H.D. Price 6s.—Comus and Lycidas. Edited, with Introduction, Notes, Glossary, and Appendix, by A. W. Verity, M.A. Price 2s.—A Treatise on the Dynamics of a Particle, with numerous Examples. By Edward John Routh, Sc.D., LL.D., M.A., F.R.S. Price 14s.—The Clouds of Aristophanes. Edited, with Introduction and Notes, by C. E. Graves, M.A. Price 3s. 6d.—Fourteen Satires of Juvenal. Edited, with Introduction, Notes, and Index, by J. D. Duff, M.A. Price 5s.
- CASSILL & CO.**—Cassell's Popular Educator. Part I. Price 6d.—The Iron Pirate: a Plain Tale of Strange Happenings on the Sea. By Max Pemberton. Eleventh Thousand. Price 3s. 6d.—The Wars of the Nineties: a History of the Warfare of the last Ten Years of the Nineteenth Century. Price 6d. (To be completed in twelve Parts.)—Elements of Machine Construction and Drawing, consisting of fifty Plates of Progressive Studies. By Professor Henry J. Spooner, C.E., F.G.S., and Edward G. Davey. Second edition.—Cassell's Saturday Journal. Vol. 1897-8. Price 7s. 6d.—Wolf Ear the Indian: a Story of the Great Uprising of 1897-98. By Edward Ellis. With Illustrations by Alfred Pearce. Price 1s. 6d.—Scouts and Comrades, or, Tecumseh, Chief of the Shawanoes: a Tale of the War of 1812. By Edward S. Ellis. Price 2s. 6d.—Klondike Nuggets, and how Two Boys Secured them. By E. S. Ellis. With twenty-four Illustrations by Orson Lowell. Price 2s. 6d.—Cowmen and Rustlers: a Story of the Wyoming Cattle Ranges. By Edward S. Ellis. With four full-page Illustrations by W. M. Cary. Price 2s. 6d.—Captured by Indians: a Tale of the American Frontier. By Edward S. Ellis. With Illustrations by Gordon Browne, R.I.B.A. Price 1s. 6d.—On Board the "Esmeralda," or, Martin Leigh's Log: a Sea Story. By John C. Hutcheson. With eight original Illustrations by W. H. Overend. Cheap Edition. Price 1s. 6d.—Notable Shipwrecks, being Tales of Disaster and Heroism at Sea. Revised and Enlarged. Price 1s.—Little Folks Christmas Volume for 1898. Price 3s. 6d.
- W. & R. CHAMBERS.**—Alternative Geography Manuals, Standard VI. Price 3s.—Dush and Daring. With eight Illustrations by W. H. C. Groome. Price 3d.—Alternative Geography Manuals, Standard VII.: The British Colonies and Dependencies. Price 4d.—Chambers's Alternative History Readers, Standard VII.: Greater Britain, its Rise and Growth. Price 1s. 9d.—William Shakespeare: the Story of his Life and Times. By Evan J. Cuthbertson. Illustrated. Price 2s. Nic Revel: a White Slave's Adventures in Alligator Land. By G. Manville Fenn. With six Illustrations by W. H. C. Groome. Price 3s. 6d.—Alternative History Manuals, Standard VII.: British Colonies and Foreign Possessions; their Acquisition and Growth. Price 4d.
- CHAPMAN & HALL.**—Some Similes from "The Paradiso" of Dante Alighieri. Collected and Translated by Constance Blount. Price 3s. 6d.—The Tendency of Religion. By Colonel R. Elias. Price 3s. 6d.
- ARCHIBALD CONSTABLE & CO.**—A Story Book for Lesson Time, or, a Child's First English Grammar. By Roden Banks. Price 1s.—The Queen's Story Book: Historical Stories collected out of English Romantic Literature in Illustration of the Reigns of English Monarchs from the Conquest to Queen Victoria. Edited, with an Introduction, by George Laurence Gomme. Illustrated by W. H. Robinson. Price 6s.
- J. E. CORNISH.**—University College of North Wales: Calendar for 1898-9.
- J. M. DENT & CO.**—Dent's First French Book. By S. Alge and Walter Rippmann. Price 1s. 6d. net.—French Daily Life: Common Words and Common Things. A Guide for the Student as well as for the Traveller. Adapted by Walter Rippmann from Dr. R. Kron's "Le Petit Parisien." Price 2s. 6d. net.—Hints on Teaching French. With a Running Commentary to Dent's First and Second French Books. By Walter Rippmann. Price 1s. 6d. net.—W. M. Thackeray: The History of Henry Esmond, Esq., a Colonel in the Service of Her Majesty Queen Anne. Written by Himself. With Twelve Coloured Illustrations by Francis D. Bedford. Price 4s. 6d.—The Ingoldsby Legends; or, Mirth and Marvels. By Thomas Ingoldsby, Esq. Illustrated by Arthur Rackham. Price 4s. 6d.
- DECKWORTH & CO.**—Lyrical Ballads by William Wordsworth and S. T. Coleridge. Edited, with certain Poems of 1793 and an Introduction and Notes, by Thomas Hutchinson. Price 3s. 6d.
- JAMES GALT & CO.**—Etude Méthodique et Graduée des Sons de la Langue Française. By Alice A. A. Roland and A. Walton Fuller, M.A., B.Sc. Price 3s. 6d.
- WELLS GARDNER, DARTON, & CO.**—The Surprising Travels and Adventures of Baron Munchausen. With Illustrations by A. Nobody. Price 3s. 6d.—The Little General. Illustrated by J. Ley Pethybridge.—The Sun-Children's Budget. Price 6d.
- GEORGE GILL & SONS.**—Shakespeare's King Lear. With Introduction and Notes for the Examinations by the Rev. F. Marshall, M.A. Price 1s. 6d.—Shakespeare's King Richard III. With Introduction and Notes by the Rev. F. Marshall, M.A. Price 1s. 6d.—The School and College St. Mark. By the Rev. F. Marshall, M.A. Price 1s. 6d.
- GRIFFITH, FARRAN, BROWNE, & CO.**—A Pirate of the Caribbees. By Harry Collingwood. Illustrated by C. J. De Lacy. Price 5s.—In the Yellow Sea: a Tale of the Japanese War. By Henry Frith. Price 3s. 6d.—A Race for Life. By Fred Whishaw. Illustrated by A. W. Cooper. Price 3s. 6d.—Three Boys, or, The Chiefs of the Clan Mackhail. By G. Manville Fenn. Illustrated by Stanley Berkeley. Price 3s. 6d.—Middy and Ensign; or, The Jungle Station: a Tale of the Malay Peninsula. By G. Manville Fenn. Illustrated by H. Petherick. Price 3s. 6d.—An Ocean Chase. By Harry Collingwood. Illustrated by J. B. Greene. Price 5s.—Clutterbuck's Treasure: Neck and Neck for £100,000. By Fred Whishaw. Illustrated by Frank Feller. Price 5s.—Blue Jackets; or, The Log of the "Teaser." By G. Manville Fenn. Illustrated by C. J. Staniland, R.I. Price 3s. 6d.—The Young Franc-Tireurs, and their Adventures in the Franco-Prussian War. By G. A. Henty. Illustrated by Frank Feller. Price 3s. 6d.
- HACHETTE & CO.**—Half-Hours with Modern French Authors. Edited, with a French-English Vocabulary, by J. Lazare.—Unseen Passages from Modern French Authors. Compiled and edited by J. Lazare. Price 1s. 6d.—Der Neffe als Onkel: Comedy in Three Acts. Edited by Ludwig Hirsch, Ph.D. Price 1s. 6d.—Griechische Heroen-Geschichten. Edited, with Introduction, Notes, and a German-English Vocabulary, by A. Vogelien, M.A. Price 2s.—Vergil: Æneid, Book IX. With a complete Latin-English Vocabulary by J. F. Davis, D.Lit., M.A. Price 3d.—Contes de Fées. Edited, with Introduction, Explanatory Notes, and a French-English Vocabulary, by H. E. Berthon, B.A. New and carefully revised edition. Price 1s. 6d.—A New French Reader, consisting of a Series of Articles from "Le Journal des Débats." Edited, with Explanatory Notes, Grammatical Questions, Re-translation Exercises, and a French-English Vocabulary, by Emile B. Le François. Price 1s. 6d.—Ovid: Metamorphoses, Book XIV. Edited, with Notes, Index of Proper Names, and a Latin-English Vocabulary, by the Rev. Ralph Harvey, M.A. Price 2s.
- HODDER & STOUGHTON.**—His Big Opportunity. By Amy Le Feuvre. With four Illustrations by Sydney Cowell. Price 2s.
- THE JOHNS HOPKINS PRESS** (Baltimore).—The American Journal of Philology. Edited by Basil L. Gildersleeve.
- IMPERIAL PRESS.**—The Patriotic Magazine. No. 1. Price 1d.
- ISMISTER & CO.**—Great Books. By the Very Rev. F. W. Farrar, D.D., F.R.S.
- P. S. KING & SON.**—The London Technical Education Gazette. Price 2d.—Translations and Reprints from the Original Sources of European History. Vol. V., No. 1. Monumentum Ancyranum: the Deeds of Augustus. Edited by William Fairley, Ph.D. Published by the Department of History of the University of Pennsylvania. Price 2s. 6d.
- CROSBY LOCKWOOD & SON.**—A Rudimentary Treatise on Land and Engineering Surveying, for Students and Practical Use. By T. Baker, C.E. Seventeenth Edition, revised and extended by F. E. Dixon, C.E. With numerous Illustrations. Price 2s.
- LONGMANS & CO.**—The Arabian Nights. Entertainments. Selected and edited by Andrew Lang. Price 6s.—Psychology in the Schoolroom. By T. F. G. Dexter, B.A., B.Sc., and A. H. Garlick, B.A. Price 4s. 6d.—The Art of Teaching. By David Salmon. Price 3s. 6d.—The Iliad of Homer. Rendered into English Prose for the use of those who cannot read the Original. By Samuel Butler. Price 7s. 6d.—Key to Algebraical Factors, and their Application to various Processes in Algebra. By Dorabji H. Vachha, M.A. Third Edition, Revised and Enlarged. Price 2s. 6d.—The Beginner's Latin Grammar and Exercises. By Percy H. Frost, M.A. Price 3s. 6d.—Poems. By Eva Gore-Booth. Price 5s.—Civil Service and Army Précis and Indexing for Civil Service and Army Examinations. By R. Johnston, F.R.G.S. New and Revised Edition. With Introduction and Appendix, by J. H. Anderson. Price 3s. 6d.
- MACMILLAN & CO.**—A Drama in Sunshine: a Novel. By Horace Annesley Vachell. Price 6s.—The Dove in the Eagle's Nest. By Charlotte M. Yonge. Price 6d.—The Century Magazine. Price 1s. 4d.—St. Nicholas. Price 1s.—A Romance of Canvas Town, and Other Stories. By Rolf Boldrewood. Price 6s.—Lessing's Nathan der Weise. With Introduction and Notes by George O. Curme. Price 3s. 6d.—Bacchylides: a Prose Translation by E. Poste, M.A. Price 2s.—Scenes from Shakespeare, for use in Schools. Selected and Arranged by Mary A. Woods. Price 1s.—The Gospel according to St. Mark: the Greek Text, with Introduction and Indices, by Henry Barclay Swete, D.D. Price 15s.—The School Cookery Book, for use in Elementary Schools and Technical Classes. By Mary Harrison. Price 6d.—Her Memory. By Maarten Maartens. Price 6s.—Macaulay: the Life and Writings of Addison. With Notes and Appendix by R. F. Winch, M.A. Price 2s. 6d.—A Short History of English Literature. By George Saintsbury. Price 8s. 6d.—The Magic Nuts. By Mrs. Molesworth. Illustrated by Rosie M. M. Pittman. Price 4s. 6d.—Stories from Lowly Life. By C. M. Duppaa. With Illustrations by Louis Wain. Price 4s. 6d.—Edward Thring, Headmaster of Uppingham School: Life, Diary, and Letters. By George R. Parkin, C.M.G., M.A., LL.D. In two vols. Price 17s. net.—The New England Poets: a Study of Emerson, Hawthorne, Longfellow, Whittier, Lowell, Holmes. By William Cranston Lawton. Price 3s. 6d.—An Introduction to the Science and Practice of Qualitative Chemical Analysis, Inorganic. By Chapman Jones, F.I.C., F.C.S. Price 6s.—A History of Chemistry from the Earliest Times to the Present Day; being also an Introduction to the Study of the Science. By Ernst von Meyer, Ph.D. Translated, with the author's sanction, by George McGowan, Ph.D. Second English Edition. Price 15s. net.—The First Epistle of St. Peter, i. 1-11. 17. The Greek Text, with Introductory Lecture, Commentary, and Additional Notes. By the late F. J. A. Hort, D.D., D.C.L., LL.D. Price 6s.—The Living Organism: an Introduction to the Problems of Biology. By Alfred Earl, M.A. Price 6s.—The Modern Reader's Bible: St. Luke and St. Paul. Edited, with an Introduction and Notes, by Richard G. Moulton, M.A., Ph.D. In two vols. Price 2s. 6d. each.—The Gospel, Epistles, and Revelation of St. John. Edited, with an Introduction and Notes, by Richard G. Moulton, M.A., Ph.D. Price 2s. 6d.—Hugh Thomson's Illustrated Fairy Books: Jack the Giant Killer. Price 1s.—The Teacher's Manual of Object Lessons in Domestic Economy. By Vincent T. Murchie. Vol. II., Standards III. and IV. Price 3s.—Lessons in Domestic Science. Part II. Price 6d.
- MARCUS WARD & CO.**—Russell's Round Games: 1. Nationalities—88 Cards with Sketches and Appropriate Quotations. 2. Among the Poets—77 Cards with Sketches and Appropriate Quotations. 3. Old Friends—76 Cards with Sketches and Appropriate Quotations. Price 1s. each.
- METHUEN & CO.**—Through Asia. By Sven Hedin. With nearly three hundred Illustrations from Sketches and Photographs by the Author. In two vols. Price 36s. net.—Practical Mechanics: an Elementary Manual for the use of Students, in Science and Technical Schools and Classes. By Sidney H. Wells, Wh.Sc. Price 3s. 6d.—Apostolic Christianity: Notes and Inferences mainly based on St. Paul's Epistles to the Corinthians. By H. Hensley Henson, B.D. Price 6s.—Domitia. By S. Baring-Gould. Price 6s.—Annals of the King's College of Our Lady of Eton beside Windsor. By Wasey Sterry, M.A. Price 7s. 6d.—Carpentry and Joinery. By Frederick C. Webber. With 176 Illustrations. Price 3s. 6d.—University and Social Settlements. Edited by W. Reason, M.A. Price 2s. 6d.—A Class-Book of Dictation Passages, with Words Appended. Selected by William Williamson, B.A. Price 1s. 6d.—An Entrance Guide to Professions and Business. By Henry Jones. With a Preface by H. De B. Gibbins, D.Lit., M.A. Price 1s. 6d.
- JOHN MURRAY.**—The Story of Marco Polo. With Illustrations. Price 6s.—The Ground-work of Science: a Study of Epistemology. By St. George Mivart, M.D., Ph.D., F.R.S. Price 6s.
- NATIONAL SOCIETY'S DEPOSITORY.**—A Roman Household. By G. Norway. With three full-page Illustrations by W. S. Stacey.—A Guilty Silence. By A. E. Deane. With two full-page Illustrations by Gertrude D. Hammond.—The Stone Door. By Frederick C. Badrick. With three full-page Illustrations by C. J. Staniland.—Jo: a Stupid Boy, and Other Stories. By Katherine E. Vernham. With two full-page Illustrations by Gertrude D. Hammond.—Gwen. By Penelope Leslie. With Frontispiece by C. J. Staniland.—The Autobiography of a Bulldog. By Mrs. Neville Peel. With Frontispiece by W. S. Stacey.—The Patriots of Palestine: a Story of the Maccabees. By Charlotte M. Yonge. With five full-page Illustrations by W. S. Stacey.—My Lady's Slippers. By Mary H. Debenham. With four full-page Illustrations by Gertrude D. Hammond.—Reine's Kingdom. By L. E. Tiddeman. With two full-page Illustrations by C. J. Staniland.

- THOMAS NELSON & SONS.—Stolen or Strayed. By Harold Avery. Price 1s. The Golden Picture Book. Price 5s.—Our Vow: a Story for Children. Price 2s. 6d.—In the Grip of the Spaniard. By Herbert Hayens. Price 5s.—The Children's Treasury of Pictures and Stories, 1899. Price 1s.—Round the Farm: a Picture Book of Pets. With Stories by Edith Carrington. Price 1s.—The Animal Alphabet. Illustrated by E. B. S. Montefiore. Price 6d.—Elementary Object Lessons in French. Book I. By Alec Cran, M.A. Illustrated. Price 1s. 6d.—Nelson's Infant School Song Book. No. 2: A Collection of Songs, Old and New: Action Songs, Musical Games, Marches, Hymns, &c. Price 1s. 6d.—The Royal Portfolio of Pictures and Diagrams for Object Lessons. Plant Life: Sixth Series. Useful Plants, Part III. Eight Sheets. Price 15s. per set.—French and English: a Story of the Struggle in America. By E. Everett-Green. Price 5s.—The Uncharted Island. By Skelton Kuppord. Price 3s. 6d.—King Alfred's Viking: a Story of the First English Fleet. By Charles W. Whistler. Price 2s. 6d.—Happy Holidays: a Book of Pictures and Stories for Little Folks. Price 1s.—Pretty Polly: a Volume of Pictures of Birdland. With Stories by Edith Carrington. Price 1s.
- O. NEWMANN & CO.—Justice in Relation to the Kindergarten and the School. By Miss E. A. Manning.
- JAMES NISBET & CO.—Face to Face with Napoleon: an English Boy's Adventures in the Great French War. By O. V. Caine. With two Plans, and six Illustrations by Enoch Ward. Price 5s.
- NOVELLO, EWER, & CO.—Twenty-four Songs for Little People. The Words written by Norman Gale, the Music composed by Gerard F. Cobb. In two Books, each price 2s. 6d. net.—The Choral Dances, for Two-part Chorus of Girls' Voices, from "Prince Sprite," a Fairy Operetta. Composed by Florence A. Marshall. Price 1s.—A Woodland Dream: Cantata for Solo Voices and two-part Chorus, with Accompaniment of small Orchestra. Written by Shapcott Wensley, composed by J. A. Moonie. Price 2s.—A Merry Christmas: Cantata for Schools. The Words written by Shapcott Wensley, the Music composed by Thomas Facer. Price 1s.—Cinderella: an Operetta for Schools and Classes. The Words written by Shapcott Wensley, the Music composed by Georges Jacobi. Price 2s.—May-day Revels. The Words written by Hettie M. Hawkins, the Music composed by John E. West. Price 1s. 6d.—Princess Snowflake; or, The Fate of the Fairy Nicoletta: a Fairy Operetta for Children. The Words by Isa J. Postgate, the Music by Herbert W. Wareing. Price 1s.—The Court of Queen Summergold: a Fairy Operetta for Children. The Words by Isa J. Postgate, the Music by Herbert W. Wareing. Price 1s.—Old May-Day: Cantata for Female Voices (with Two-part Choruses). The Words written by Shapcott Wensley, the Music composed by F. Cunningham Woods. Price 1s. 6d.—Twelve Nursery Rhymes, with Actions. Selected from "National Nursery Rhymes," by J. W. Elliott. The Actions devised by Mrs. Louisa Walker. Illustrated by Miss E. Oldfield. Price 1s.—Ten Kindergarten and Action Songs, by various Composers. Price 1s.—Graduated Exercises for School Classes: Staff Notation, on the movable Sol-fa Method. Price 6d.—Graduated Exercises for School Classes: Tonic Sol-fa Notation. Price 6d.—Twelve Action Songs. Written and arranged by M. C. Gillington. Composed by Myles H. Foster. Price 1s.—Six Glee (Set I.), by various Composers. Arranged for S.A.B. With Pianoforte Accompaniment (*ad lib.*). Price 6d.—Six Glee (Set II.), by various Composers. Arranged for S.A.B. With Pianoforte Accompaniment (*ad lib.*). Price 6d.
- DAVID NUTT.—A School German Grammar. By H. W. Eve, M.A. Fifth Edition, Revised and Enlarged. Price 4s. 6d.
- OLIVER & BOYD.—The Child's French Grammar. By Clara A. Fairgrieve. Price 3d.—Rudiments of English Grammar. By Thomas Dick, F.R.P.S. Price 6d.
- GEORGE E. OVER (Rugby).—How to Work Arithmetic: a Series of Models. By Leonard Norman, M.A.
- OXFORD UNIVERSITY PRESS.—A New English Grammar, Logical and Historical. By Henry Sweet, M.A., Ph.D., LL.D. Part II: Syntax. Price 3s. 6d.—The Educational Systems of England and Ireland. By Graham Balfour, M.A. Price 3s. 6d.—Caesar: De Bello Gallico, Books I.—VII. According to the Text of Emanuel Hoffmann. Edited, with Introduction and Notes, by St. George Stock. Price 10s. 6d.
- KEGAN PAUL & CO.—French Commercial Correspondence and Reader. By Ladislav Solcik. Intermediate Course. Price 3s. 6d.
- GEORGE PHILIP & SONS.—Phillips' New Popular Atlas of the World. Price 3s. 6d.—A Class-Book of Modern Geography. With Examination Questions, Notes, and Index. By William Hughes, F.R.G.S. New Edition, Revised and largely Re-written. With Maps and Diagrams. Price 3s. 6d.—The Facts of Life. Part II. By Victor Betis and Howard Swan. Price 3s.—Pair of Globes, packed in cloth-covered box. Price 12s. 6d. net.—Brushwork Studies of Flowers, Fruit, and Animals. For Teachers and Advanced Students. By Elizabeth Corbet Yeats. Price 6s. net.
- SIR ISAAC PITMAN & SONS.—Pitman's German Weekly: an Illustrated Series-Comic Journal for English Readers. Vol. II. Price 3s.—Pitman's French Weekly: an Illustrated Series-Comic Journal for English Readers. Vol. III. Price 3s. 6d.—Pitman's Practical Spanish Instructor. Part I. Price 11s.—Advanced Conversational Exercises: French. With Translation for the Use of Schools and Private Students. Price 6d.—German Business Letters. Price 6d.—Hier und Da: a Collection of Wit, Humour, and Satire and Interesting Extracts in English and German. Price 6d.—Pitman's Shorthand and Type-writing Year Book and Diary for 1899. Price 1s.
- RELIGIOUS TRACT SOCIETY.—The Boys' Own Annual. Price 8s.—The Girls' Own Annual. Price 8s.—The Leisure Hour. Vol. 1333.
- RIVINGTONS.—An Introduction to Practical Quantitative Analysis. By H. P. Highton, M.A. Price 3s. 6d.
- SEFLEY & CO.—The Island of the English: a Story of Napoleon's Days. By Frank Cowper, M.A. With Illustrations by George Morrow.—The King's Reeve, and how he supped with his Master: an Old World Comedy. By the Rev. E. Gilliat, M.A. With Illustrations by Sydney P. Hall, M.A. Price 5s.—Under the Dome of St. Paul's: a Story of Sir Christopher Wren's Days. By Emma Marshall. With Illustrations by T. Hamilton Crawford, R.S.W. Price 5s.—Africa in the Nineteenth Century. By Edgar Sanderson, M.A. Price 5s.
- SIMPKIN, MARSHALL, & CO.—Arithmetical Chemistry. Part I. By C. J. Woodward, B.Sc. New Edition. Price 2s. 6d.—The Elements of English Pronunciation and Articulation. With Diagrams, Tables, and Exercises for the use of Teachers and Students of Speaking and Singing. By Samuel and Alice Hasluck. Price 2s.
- ELLIOT STOCK.—The People's Progress in the light of Concrete Revelings of the Mind. By the Rev. W. G. Davies, B.D.
- SUNDAY SCHOOL UNION.—Why should we Worry? By J. R. Miller, D.D. Price 6d.—Tales told at the Zoo. By E. Velvin. Illustrated. Price 1s.—Old Testament Stories. By Rev. Robert Tuck, B.A. Illustrated. Price 1s.—Household Prayers. For use in Family Worship. With a Plan of Daily Bible Readings. By William Garden Blakeie, D.D., LL.D. Price 2s. 6d.—The Child's Own Magazine. Sixty-fifth Annual Volume. Price 1s.—Young England: an Illustrated Magazine for Boys. Vol. XIX. Price 5s.
- SWAN SONNENSCHNEIN & CO.—Peculiarities in Attic Declension and Comparison. By Prof. E. A. Sonnenschein. Price 6d.—International Journal of Ethics. No. 1, Vol. IX. Price 2s. 6d.—Introduction to the Herbartian Principles of

- Teaching. By Catherine I. Dodd. With an Introduction by Prof. W. Rein. Price 4s. 6d.—An Elementary Text-Book of Botany. By Sydney H. Vines, M.A., D.Sc., F.R.S. With 397 Illustrations. Price 9s.
- THE OXFORD AND CAMBRIDGE PRESS.—The Holy Bible, Revised Version, with References. Price 5s.
- UNIVERSITY CORRESPONDENCE COLLEGE PRESS.—First Stage Inorganic Chemistry (Practical): for the Elementary Examination of the Science and Art Department. By Frederick Beddow, D.Sc., Ph.D. Price 1s.—The Tutorial Latin Dictionary. By F. G. Plaistowe, M.A. Price 6s. 6d.—General Elementary Science. Edited by William Briggs, M.A., F.C.S., F.R.A.S. Second Edition. Price 3s. 6d.—Second Stage Mathematics. Edited by William Briggs, M.A., LL.B., F.C.S., F.R.A.S. Price 3s. 6d.
- T. FISHER UNWIN.—Manual of the History of French Literature. Translated from the French by Ralph Dorecheff. Price 12s.—The Psychology of Peoples. By Gustave Le Bon. Price 6s.
- WARD, LOCK, & CO.—Mysterious Mr. Sabin. By E. Phillips Oppenheim. Illustrated by J. Ambrose Walton. Price 3s. 6d.—The Imperial Heritage. By Ernest Edwin Williams. Illustrated. Price 2s. 6d.—The Book of the Bush. By George Dunderdale. Illustrated by J. Macfarlane. Price 3s. 6d.
- YORKSHIRE COLLEGE, LEEDS.—Calendar for 1898-9. Price 1s. 6d.

CHRISTMAS BOOKS.

The Story of Marco Polo. With Illustrations. Price 6s. (Murray.) — "The Book of Ser Marco Polo, the Venetian," has been boiled down into a volume of 250 pages of large print. In the more telling passages the author's own words have been retained, these being connected by a condensed paraphrase and running commentary in one, so as to form a connected narrative. The work has been skilfully performed. The palace of Kulbaj Khan, the Old Man of the Mountain, the shark-charmer, the diamond-bearing eagles, the roc's egg—all are here told with a *naïveté* and freshness that can never lose its gloss. And yet there are those who prefer to read the adventures of M. de Rougemont!

The Arabian Nights Entertainments. Selected and edited by ANDREW LANG. (Longmans.)—The tales have been retranslated from Galland's version, duly expurgated, or, as Mr. Lang neatly euphemises, omissions are made of pieces only suitable for Arabs and old gentlemen. That even now Plutarch's Lives and the "Alif Laila" should reach us through the medium of French is a strange literary phenomenon. The *format* is the same as that of the familiar "Fairy Books," and the illustrations are likewise by Mr. Ford. It is he who lends a fresh charm to the best known of all story books, and his name should have appeared on the title-page. We cannot reconcile ourselves to the elimination of Scheherezade, the silken cord on which the pearls are bound. We are presented to her in the introduction, but hear nothing of her afterwards.

Clutterbuck's Treasure. By FRED WHISHAW. (Griffith, Farran, Browne, & Co.)—Old Clutterbuck had certainly learnt the art of tantalizing people, and at the same time making them work for their money, though he probably did not anticipate that the work would have to be conducted under the fire of rival heirs. The story is full of exciting incidents, and is told with spirit and dramatic effect. Seeing what they knew of James Strong, Jack and "Peter" would hardly have felt so safe in their return journey to Vryburg, and, as there were no witnesses, Strong would probably have shot them both. The plan of making the portrait point out the resting-place of the treasure is ingenious, but not, we should imagine, workable. The pictured eyes could not have been focussed in the manner described; they would always look away from the beholder.

The Magic Nuts. By Mrs. MOLESWORTH. (Macmillan.)—One of the skilful mixtures of fairyland and real life for which Mrs. Molesworth is famous. We are pleasantly reminded of "The Cuckoo Clock," "Four Winds Farm," &c., as we read of the waking and sleeping visions of Hildegard and Leonore. One of the prettiest is in Tree Top Land: but there are attractive oddities about the visit to the Gnomes, and the Mermaid has good points about her, though she does not strike us as so *very* unselfish. Children will wish that the little girls had possessed more than their three nuts each, since each pair means a visit to fairyland.

A Race for Life. By FRED WHISHAW. (Griffith, Farran, Browne, & Co.)—This is a collection of stories, some of which have appeared before. They are all of hairbreadth escapes of one kind and another, the tragical tendency of them being tempered by a humorous setting to the whole. They make a very readable volume.

Nic Revel. By G. MANVILLE FENN. (W. & R. Chambers.)—The leader of the winning side in a poaching affray does not often come in for such a slice of bad luck as poor Nic Revel, whose sufferings are so well described by Mr. Manville Fenn. There is a certain type of character which he affects, and the warm-hearted peppery old captain, his old sailor servant, and Nic himself, a sturdy honest boy, all seem like old friends, whom we are glad to meet again, and whose fortunes we follow with unflagging interest.

Hermie. By Mrs. MOLESWORTH. (W. & R. Chambers.)—This story of a little girl gives a good idea of the troubles of a child who is quite out of sympathy with her surroundings. Children may be sensitive underneath, though they appear stupid and stolid on the surface, and her aunt's careless toleration and Lady Ethel's bad temper and bad manners could only result in making Hermie go further into her shell.

The rest of the story, with Hermy's mistaken self-sacrifice, may help children to understand that a falsehood can be acted as well as spoken, and that while keeping to the letter they may lose the spirit of truth.

My Lady's Slippers. By MARY DEBENHAM. (National Society.)—There is a genuine charm about Miss Debenham's writings—her books would be pleasant to read even were the characters less skilfully drawn. As it is, the well chosen language "adds a grace" to work already good. "My Lady's Slippers" is an excellent story, and is sure to be popular. The preservation of the diamonds certainly strikes us as rather miraculous. Mistress Felton was wearing the little high-heeled slippers on the stormy night, when she was trudging through the wet streets at Southwark on her way to the boat, and presumably afterwards on the raft over which the waves were breaking; yet the slippers are not merely not lost, but are fresh and dainty enough for Hilary to present to Cynthia. The Felton diamonds, however, are really of small account in the story, and we are more interested in the delightful way in which Colonel Derrincourt is surprised into giving evidence against his own case.

BLACKIE & SON.

(1) *Under Wellington's Command.* By G. A. HENTY. (2) *Both Sides the Border.* By G. A. HENTY. (3) *The Handsome Bravours.* By KATHERINE TYNAN. (4) *The Turkish Automaton.* By SHEILA E. BRAINE. (5) *An Alphabet of Animals.* By CARTON MOORE PARK. (6) *The Troubles of Tatters.* By ALICE TALWYN MORRIS.—We have received from Messrs. Blackie some most attractive books for Christmas presents and prizes. In type, paper, and general get up, they are all that could be desired; and they are, in most cases, exceedingly well illustrated.

(1) We welcome this excellent and spirited continuation of the adventures of Terence O'Connor, the hero of "With Moore in Corunna." His performances are startling indeed. He seems to be born under a lucky star: all his plans prosper, prison walls cannot hold him, his very foes connive at his escape; and even the loss of a leg at Salamanca, though it closes his military career, does not prevent his riding to bounds in the "ould" country, and generally enjoying his well earned rest—a veteran of twenty-one.

(2) In this tale of Hotspur and Glendower, the hero, Oswald Forster, was born and bred close to the border, where raids and reprisals were of almost daily occurrence, so he had learned to use arms and to ride at a very early age. Having an uncle who served the Percys, Oswald enters Hotspur's service, and speedily rises to a position of trust, which he merits by his remarkable prudence, foresight, and quick-wittedness. One of the best characters is Roger, the warlike monk, who takes a fancy to Oswald, and saves his life on more than one occasion. He is so obviously unfit for the monastic life that the abbot wisely consents to release him from his vows, but the learning he has gained in the monastery stands him in good stead. The personages in "Both Sides the Border" are rather long-winded, but their talk, as well as the events of the story, give a good notion of the conflicting interests at work and the plots and counter-plots going on in the England of that day.

(3) A well written story with some good characters in it. The expedition to Annagassan races is delightfully Irish, and so is the cool way in which Hilda appropriates the *parure* of rubies that she finds behind a secret panel to give to her favourite sister, though the family are in great straits for money, and the old house is tumbling to pieces over their heads. There is a real banshee too, and she and Sir Rupert de Lacy are a bit melodramatic. On the other hand, old Lady O'Brien is very natural and nice. The illustrations by G. D. Hammond are very good.

(4) The adventures of Worowski in the character of the chess-playing automaton sound incredible, but at least they make a good story, and the "conscientious inventions" of the author have produced a very satisfactory result. One could wish that she had gone a little farther, and delivered poor Ivan from the horrors of torture or a perpetual prison.

(5) This is an excellent picture-book for children, and the short descriptions of each animal are simple and well written. We should pick out the tiger, the elephant, and the mice as specially successful illustrations—the guinea-pig is rather too indefinite; the unicorn would strike fear into the boldest heart. The paper, type, and margin leave nothing to be desired, and the book would make a delightful Christmas present for any child.

(6) This book, which tells of the various experiences of the dog Tatters, the oak leaf, the Midge, &c., is very nicely got up, and has a number of most clever illustrations. The stories, though slight, are all well written and taking. A timid child, however, might be frightened by the idea of burglars "who had so carefully arranged their entrance into the house by means of the pear tree and the window of the nursery; where the sleeping child could not hear them, or would soon be settled if he did"—though, thanks to Spitfire (whose portrait is excellent), their attempt was unsuccessful.

NELSON & SONS.

(1) *The Green Toby Jug.* By Mrs. EDWIN HOHLER. (2) *The Triple Alliance.* By HAROLD AVERY. (3) *The Uncharted Island.*

By SKELTON KUPFORD. (4) *The Pirates' Gold.* By GORDON STABLES, M.D., R.N. (5) *The Animal Alphabet, Round the Farm, The Children's Treasury.* (6) *The Golden Picture Book.*—Messrs. Nelson & Sons have of late widened their range, and now cater for all tastes and ages. Their books are nicely bound and pleasant to read from the excellent paper and printing. The illustrations are often very good.

(1) A capital book for children. The little adventures of Molly and Bob are brightly told, and there are some pretty touches in the fairy stories which are brought in. The second story is not quite so successful, as the "Princess who lived opposite" is a little less natural in her conduct and conversation.

(2) A most successful school story, which has already appeared in serial form. The members of the triple alliance, Mugford, Trevanock, and Vance, are what they themselves would call "awfully decent chaps," and their school career, with its various ups and downs, will be found both amusing and exciting. Several of the other characters in the larger school, to which the triple alliance is transferred, are well drawn—Allingford, the captain, and Oaks and Thurston, whose degeneration is the more melancholy because, as is often the case in real life, it seems to be only a succession of trifling things that turn him into the wrong path. The illustrations by W. H. Margetson are good.

(3) A story which begins quietly enough with schoolboy escapades, and ends with the discovery of a treasure which actually satisfies all concerned. It was rather a good idea, on the part of the Tudor ancestor who buried the treasure, to make an elaborate map of a fancy island which did *not* contain it. He thus ensured the safety of the hoard for some hundreds of years, besides causing various respectable archaeologists to commit themselves by proving that the uncharted island was Australia. The story is about as improbable as "Old Hookey's" yarns, but it is well told.

(4) This book is a curious mixture of Scotch sport and scenery in the nineteenth century, and tales of the notorious buccaneer Morgan. Boys will probably prefer the latter, and the search for treasure hidden by one of his mates, and their chief regret will be that Dr. Stables declines to enter into too many details of the horrors of those times.

(5) These would all be suitable for prizes in elementary schools. The alphabet pictures are in soft and harmonious colours, and the outlines are good. "Xenoceros" is, however, too difficult a word for a small child to tackle. "Round the Farm" has good illustrations, many of them being reproductions of such pictures as Landseer's "Suspense," "Dignity and Impudence," &c. Simple stories of animals accompany each picture. They do not seem always to have been quite rightly matched; in the case of "Bruce to the Rescue," the man who has fallen over the cliff, and who is described as a married man and the father of a family, has a shaven head and a monk's dress, with a crucifix, &c., lying by him! "The Children's Treasury" has stories and extracts which would suit older children; print and paper are nice, and the bright cover will attract the small readers.

(6) This is a book which children will certainly enjoy. It is full of short stories of all kinds. We come across familiar old friends, such as "Hop-o'-my-Thumb," "The Little Match Girl," and "King Midas," among a number of fresh stories, fairy tales or other adventures, rimes, and a plentiful supply of illustrations, some of which are very good and nice in colour; others rather remind us of the transfers in which only children delight; but, perhaps, for that very reason, they will find less fault than a maturer judgment is inclined to do. One or two of the stories bring in interesting historical incidents, and some of the tales are prettily told.

Beyond the Border. By W. D. CAMPBELL. Illustrated by HELEN STRATTON. (Constable.)—This book contains thirteen fairy tales, of varying character and merit. The story of "None so Pretty" is quite one of the best, and the illustrations to it are good. "Scratch Tom," the magic cat, is also good. The epic iteration of phrase annoys us in a modern fairy book, and in several of the stories we feel that they are intended to be funny—without succeeding. We have failed to discover any reason for calling a sheep "a mutton," or why the King in "The Faithful Purse-bearer" should couple his wife's beauty with his love of justice—as he invariably does. The book has 107 illustrations, but some seem unnecessarily grotesque and ugly, even when the characters they represent are taken into consideration.

Jo, a Stupid Boy, and other Tales. By KATHERINE E. VERNHAM. (National Society.)—These stories, though quite harmless, are not very good. In the first place, in the earlier ones there is not sufficient incident, and in others the facts seem rather improbable. For example, in "Charles Denning's Chance," a young Oxford graduate, who, for want of better employment, has become a guard on one of the railways, prevents a runaway engine from wrecking an express train already in sight by jumping on another engine and giving chase. The description of the pursuit is rather confused. He somehow stops one engine whilst leaping on to the truant. Of course, in saving the train he rescues his betrothed, and is reconciled to her father, who till then had refused to see him. A rich gentleman, whom he has likewise saved, becomes his

benefactor, so that he is enabled to marry at once. The two illustrations by Miss Gertrude D. Hammond are, like all her work, extremely good.

Chums, 1898. (Cassell.)—The new volume is a capital book for a school library and a treasure-house of stories for any boy lucky enough to possess it. A large amount of space is given to fiction. There are serial stories by Hutchinson, Whishaw, Overton, Daniels, &c., whose names are well known, and an infinite number of short accounts of exciting adventures ranging over a wide field. The interviews with people who have distinguished themselves in various lines contain much that is curious—stray bits of information, for instance, on the difficulties of a photographer who, like Mr. Kearton, is bent on a picture of a gannet's nest and an eagle's eyrie, or of the way in which an Atlantic liner is shoved into New York Harbour. The "True Yarns of Diving Heroes" tell of perils and escapes which rival the most sensational invention. Sports and athletic exercises are well represented, and many of the numerous illustrations are excellent.

An Ocean Chase. By HARRY COLLINGWOOD. (Griffith & Farran.)—An exciting sea story. It would not be very easy in these days to abduct a well known and beautiful heiress in the manner described; but, with a disreputable uncle leagued with a fascinating and quite unscrupulous Russian lady, it might, perhaps, be done. Anyway, the chase is to get her back, and is admirably described by Mr. Collingwood, who, though much of his language is caviare to the general, manages to carry his readers along with him and make them realize, in some measure, the dangers of the deep.

We have received from Messrs. Macmillan a very convenient edition in one volume of *Forty-one Years in India*, by Field-Marshal Lord ROBERTS.

SAFE NOVELS

Domitia. By S. BARING GOULD. (Methuen. 6s.)—Mr. Baring Gould's novel of Rome in the days of Nero and Domitian is a book to rejoice over just as Christmas is coming in view and we are beginning to look about us for books, both entertaining and edifying, to give to our younger friends. A short and touching preface tells us how the writer was fascinated by the face of Domitia Longina as it appears in the various busts of her in the galleries of Rome and Florence, and how he read in it the story of a soul's suffering and struggle towards spiritual life, which he has wrought into his novel. "Domitia" is an admirably vivid and distinct picture of Roman life and manners; and, at the same time, it is very dramatic and, in a sense, modern. That is to say, Mr. Baring Gould, faithful to the principle that human nature in its essentials does not change, has constructed his first-century Romans upon the models of corresponding types of the nineteenth century. Longa Duila, the "good sort" of woman of the world, who insists so much upon that duty of "push," which her husband, the noble Roman soldier, scorns—and takes with easy philosophy all the crimes of the Caesars, even to the murder of her own good man—is terribly like a too well known type of modern good sort of woman; while Domitia herself is the "unlesioned girl" of noble instincts, at war with the evil around her, who crops up in every age. Mr. Baring Gould makes his story culminate very touchingly in the conversion of Domitia to Christianity; and he has made, as far as we know, an entirely original departure in bringing in Luke, the physician and evangelist, as a personage in the story. We have thoroughly enjoyed reading the book from cover to cover, and can heartily recommend it as good, both for entertainment and instruction.

Her Memory. By MAARTEN MAARTENS, author of "An Old Maid's Love," "The Greater Glory," "My Lady Nobody," &c. (Macmillan. 6s.)—"Her Memory" is a novel that affords an excellent illustration of what may be called the injurious side-influence of the "new" or cynical school of fiction. It belongs naturally to the genius of Mr. Maartens to conceive life seriously, and to handle its relations with full gravity and dignity. His first work, "Joost Aveling," raised, with something more than common reason, the hope which again and again springs up on perusal of a powerful first novel, that here at last is a new great master of the old art. But, though all the books that have succeeded "Joost Aveling" have been masterly, none of them has quite proved the master. Mr. Maartens has not escaped the snare that catches most of the clever writers of the day. Immediately after the publication of his first work, which was the absolutely original and genuine production of an independent mind, his ear caught the lilt of some of the cheap tunes of the times, and he has never succeeded in getting their refrains out of his style and his stories. We feel this very much in "Her Memory," a novel with a beautiful motive, and a touching and dignified central character, to which we should like to give unqualified praise as a beautiful book. The atmosphere of it is tainted by the too pervading presence of the vulgarities of smart society. The good-natured vulgarity of worldly minded women, the garish vulgarity of Monte Carlo, the stupid vulgarity of the soulless side of the religion of people who worship God and Mammon without suspecting it—all

these ugly and hackneyed matters Mr. Maartens seems to have got, as people say, "upon his nerves." His novel is a sort of protest against them, but we are a little too much oppressed by them in the course of the protest, and do not, in consequence, get all the enjoyment we feel ourselves entitled to out of the very finely drawn characters of Anthony Stollard, his brother Sir Henry, and the little girl. The end is charming, and Lady Mary wins our hearts completely in the last chapter. But would she really have been quite so vulgar at Monte Carlo? We think not, if Mr. Maartens could have lived before the day of cynical novels.

Mysterious Mr. Sabin. By F. PHILLIPS OPTENHEIM, Author of "As a Man Lives," "False Evidence," &c. Illustrated by J. AMBROSE WALTON. (Ward, Lock, & Co. 3s. 6d.)—The author of "Mysterious Mr. Sabin" is to be congratulated on having spun a romance of most thrilling interest and intricate complications out of perfectly harmless elements—harmless, we mean, from a literary point of view. "Mr. Sabin" himself is not only a very mysterious, but a very dangerous, personage, who plays the most wonderful game, in which empires and kingdoms are the pieces on the board. But we are not going to spoil the enjoyment of the book by telling the reader in advance what that game is, how it succeeds or fails, or who the personages playing the principal parts in it really are. They must find that out for themselves, while following the adventures of Mr. Sabin's niece, and her ardent, but much mystified lover, Lord Wolfenden. The only part of the book we are inclined to find fault with is the end, which drags a little. All Mr. Sabin's adventures after he embarks on the "Calipha" are of the nature of anti-climax, and they would be better for being cut very short. But this is only to say that we could easily spare some sixty pages out of four hundred, of which the remainder afford excellent entertainment.

A Crowned Queen: The Romance of a Minister of State. By SYDNEY C. GRIER. (Blackwood. 6s.)—We can confidently recommend "A Crowned Queen" to readers who like the kind of romance that pretends to be historical, but has no foundation in fact. Mr. Grier's "Crowned Queen" is a very fascinating and rather provoking lady who is queen-mother of the imaginary kingdom of Thracia, and regent on behalf of her five-year-old son. Her Minister of State, Lord Cyril Mortimer, is the hero of the story, and his troubles begin when the Queen wants to marry him. The humour of the book lies in the deliberately matter-of-fact and domestic handling of all the incidents and details of the pseudo-European situation. Mrs. Jones, the boy-king's nurse, is a personage we particularly like; and all the incidents of the flight of the Queen are delightfully naïve and ingenious, while the critical scene in which she and Lord Cyril confess their mutual love is exceedingly pretty, as well as very clever.

In the Cage. By HENRY JAMES. (Duckworth. 3s. 6d.)—"In the Cage" is one more of Mr. Henry James's infinitely ingenious and intricate studies of the infinitely little and infinitely futile. It tells us about two women who, living each a sordid life of dull drudgery, carry on an imaginary existence in which they participate by fancy in the doings of the smart world. One is a girl in a telegraph office, who amuses herself with thinking that she can unravel the intrigues of a set of fine people who "wire" their messages from her office, and, in doing so, loses her heart to a Captain Everard who is the centre of many little plots of high life. Everard marries a great lady, and the telegraph girl settles down with the grocer she has been engaged to all along. The other woman is a clergyman's widow who "does" the flowers for big people's parties and talks as though she were hand-in-glove with her clients; she marries the butler of one of them. But the odd thing about these pathetic little romances is, that they are told as from within the brains of the women. They affect us like thoughts unfairly revealed, and, while we cannot withhold admiration of a sort from the cleverness with which Mr. James does the trick, one gives it not without a grudging *arrivé pensée* that it is rather a cruel trick, and that the whole of this kind of art is a pitiful waste of brilliant talents.

Selah Harrison. By S. MACNAGHTEN. (Bentley.)—"Selah Harrison" is a story quite off the beaten track of novels and tales. It tells of a boy who, after tragic spiritual experience, becomes a missionary, and sacrifices his life with heroic devotion to the Master he has chosen to serve, and of the absolutely pure and noble passion for a good and beautiful girl which he has to trample down in order to go on in the way of duty. The drawing of the girl's character is as delicate and fine as that of the man is strong and earnest, and the gulf between them—made by difference of social circumstances—is indicated with admirable tact. The weakness of the book is in its construction; but the story is not of the kind in which one thinks of plot. One is fascinated by the heroic earnestness of the hero and the intensity of pure and elevated feeling of the whole atmosphere of the tale. The end has a touch of rare loveliness about it, and something that makes one feel that it must all be true.

A Master of Mysteries. By L. T. MEADE and ROBERT EUSTACE. Illustrated by J. AMBROSE WALTON. (Ward, Lock, & Co.)—The "Master of Mysteries" would be a good book to give to a friend requiring to be cured of creepy terrors, supposing always that it is possible to cure such terrors. It consists of six stories, in which

dark mysteries—all calculated to suggest supernatural agencies—are cleared up by the ingenuity of a gentleman whose business in life appears to be to go about doing detective work on a sort of amateur-professional footing. The story we like best is "The Mystery of the Felwyn Tunnel," in which the solution of the problem is an instructive application of a fact of natural philosophy.

Memories and Fancies. By the late LADY CAMILLA GURDON. (Longmans).—Another book we heartily recommend to readers of taste and feeling is the charming collection of stories, sketches, and verses by the late Lady Camilla Gurdon, published under the title of "Memories and Fancies." Many of the pieces have appeared before in the *Speaker* and the *Leisure Hour*. Others are now first published. It would be difficult to give any comprehensive account of their very various contents in a few sentences. But it may be said, even in our narrow space, that they show great insight into character, with a preference for the gracious and lovable sides of life, as well as a poet's feeling for the beauties of nature. A few little sketches of child-life, apparently drawn from personal recollections, are among the most attractive pieces in a book that is attractive throughout.

FIVE SONNETS OF GOD'S JUSTICE.

I.

LIFE smote me hard, when still my heart was young,
And hope was fresh as budding leaf in spring,
While coy as fledgling under brooding wing
Love in my bosom lay. Foremost among
A crew of friends, was one with honey'd tongue,
Who stole my troth and lock'd it in a ring,
With posied words of life-long cherishing,
Then wantonly my virgin pearls down flung
To swinish lust—and me, the dead husk, spurn'd.
So broke my heart, and, as from hell's abyss,
Fierce passions scorch'd my soul until it burn'd
To hate and blasphemy. They bade me kiss
God's chast'ning hand. Despair, not I, return'd,
"God is not, or I should not suffer this."

II.

Yet, in the twilight of my tortur'd soul,
Still liv'd a hope, a blind instinct of trust.
"God is," it said, "and God, at least, is just.
Weeks, months, and years of misery may roll,
And each day take in pain its bitter dole ;
But, soon or late, ere crumbles all to dust,
Strike home, in wrath, God's awful justice must."
And, from this thought, a cruel comfort stole
Into my life, which henceforth made its part
With cav'ling outcasts—that accusing throng
Of graceless souls who flaunt in ev'ry mart
The shame of life. All hearts that nurs'd a wrong
Were kin to mine : no voice I knew in art,
Save that which pleads insistent : "God, how long
"Wilt Thou withhold Thy dread avenging dart?"

III.

Long years I waited, list'ning for the tread
Of ghostly feet that came not. All within
My loveless soul grew chill and sere and thin,
For life was ebbing and my hope was sped
Of seeing justice done ere I was dead.
Sudden, a voice cried : "Shrive thee of thy sin,
Rash soul, or hardly mayst thou pardon win.
Lo ! in this night thy prayer is answer'd,
God's justice strikes, and sinners meet their doom."
Fearless I cried : "Then may I die content,
Who need no shrift." But in the horrid gloom
The voice insisted : "Foolish soul, repent ;
Thy sin is great, yet wide is mercy's room ;
Quick, shrive thee ere the day of grace is spent."

IV.

Yet somewhat must I urge in self-defence ;
"Not mine the sin, as well Thou knowest, Lord ;
His were the treason and the perjurd word,
Mine the blind trust and outrag'd innocence."
But once again, confounding all my sense,
Thrill'd to my soul that voice's solemn chord :
"Thy sin, if less than his, is yet abhorr'd."

Youth's light contempt, and beauty's insolence,
And all the unforgiveness of thine age,
Justice may not forget." Trembling, I heard ;
Then saw before me, like an ill-writ page,
My life's long record, blotted all and blurr'd
By impure motive cancelling virtue's wage :
Which, as I read, great fear within me stirr'd.

V.

Light filled the chamber with a sudden glare,
And in the doorway I a form espied—
Not Justice dread, but Christ the Crucified,
Who on His shoulders did a garment wear
Dark-shadow'd, with wide wings that fann'd the air,
Then fell like pity folded to His side.
I would have crept below, and there have died ;
But Justice stay'd me : "Nay, for one is there,
By Christ absolv'd, whom thou hast not forgiven."
From head to foot the dark robe straight was riven—
One kneel'd within. O God ! how dare I greet
In love the name so long to curses giv'n ?—
Yet soon my lips recall'd old uses sweet
And under Mercy's veil two souls were shriv'n.

M. E. C.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Very Rev. the Dean of Westminster has kindly consented to give an address, in which he will deal with the Abbey and its surrounding associations, to the members of the Central Guild on Saturday, November 26, at 4 p.m., in the Jerusalem Chamber at Westminster Abbey. The meeting has been arranged by the Committee of Section E, but is open to the members of all Sections.

A Special General Meeting of the Central Guild, to discuss the programme for the General Congress in January, 1899, will be held at King's College, Strand, W.C., on Saturday, November 12. There will be two sessions, commencing respectively at 3 p.m. and 7.30 p.m., with an interval of an hour and a half between them. Refreshments, at moderate prices, will be served in the College Refreshment Room between the sessions. *As matters of the first importance to the future of the whole Guild will be discussed at this meeting, the attendance of members of the Central Guild is very earnestly requested.* [A special notice of this meeting, giving the agenda in detail, has been sent to every member of the Central Guild.]

Members of the Guild are invited, before the memories of their autumn holiday experiences have faded, to send fresh addresses to members of the Holiday Resorts Sub-Committee, or to the General Editor (Miss F. Edwards, 25 York Street Chambers, Bryanston Square, W.) direct, and also to give any fresh information that they may possess concerning addresses already in the book.

The Chairman of Council (Canon E. Lyttelton) sent a letter last month to the Conveners of the County Education Committees organized by the Guild. With the letter, *précis* of the Education Board Bill and of the Teachers' Registration Bill, a *résumé* of the Lord President's speech introducing the Bills, and the resolutions of the Joint Committee for Promoting Legislation on Secondary Education were sent. The letter urges that the conveners should collect the views of their Committees on the Government proposals and send them in to the Office of the Guild by the end of November, for the Council of the Guild to consider them and make a communication to Government as soon as possible.

The Executive Committee of the Council met on September 29. Present:—Canon E. Lyttelton, presiding; the Rev. J. O. Bevan, Mr. H. Courthope Bowen, Mr. R. F. Charles, Miss F. Edwards, Mr. J. R. Langer, Miss Page, Mr. J. Russell, Miss Smither, Mr. F. Storr, Mrs. Tribe, and Mr. J. Wise.

Thirty-five applicants for membership were elected, viz., Central Guild, 28; Blackburn Branch, 1; Norwich Branch, 5; and Oxford Branch, 1.

The agenda for the General Congress in January, 1899, were approximately settled and referred to a Special Committee of the four Chairmen of Committees to put into final shape and circulate among the Central Guild and Branches for preliminary discussion and appointment

of Delegates to the Congress. (The Special Committee met on October 4, and the Agenda Paper was sent out four days later.)

The Committee passed a vote of thanks to the Incorporated Association of Headmistresses for their donation of £20 for 1898 to the funds of the Guild.

The Modern Languages Holiday Courses Committee met on October 1, and received the reports of the representatives of the Guild at the Courses at Caen and Tours in August, 1898 (Mr. E. J. Vie, Stockton-on-Tees, and Mr. C. H. Crofts, Tonbridge). The Balance-sheet of the Courses, showing a satisfactory balance in hand at date, was passed for audit, and preliminary arrangements for Courses in 1899 were made. The Committee meet again, for the settlement of further arrangements, on the 5th inst.

CENTRAL GUILD.—LONDON SECTIONS.—CALENDAR FOR NOVEMBER AND DECEMBER 2.

Friday, 4th, 5.30 p.m.—Section D Circle. Paper on "The Drama of Beaumont and Fletcher," by J. B. Hodge, Esq., M.A., at 24 Cleveland Gardens, W.

Wednesday, 9th, 8 p.m.—Section E. Lecture on "Tennyson's Use of the Arthurian Legends," by J. Newby Hetherington, Esq., at 133 Queen's Gate, W.

Friday, 11th, 8 p.m.—Section D. Lecture, with lantern illustrations, "Some Elementary Astronomy," by C. T. Mitchell, Esq., M.A., at Kensington Park High School, Colville Square, W.

Saturday, 12th, 3 p.m.—Central Guild and all Sections. Special General Meeting at King's College, Strand, W.C. (For particulars see special notice above.)

Friday, 25th, 8 p.m.—Section B. Lecture on "The First Great Teacher, Socrates," by the Rev. Canon H. Scott Holland, at the North London Collegiate School for Girls, Sandall Road, Camden Road, N.W. (Open to all Sections.)

Saturday, 26th, 4 p.m.—Section E. Address by the Very Rev. the Dean of Westminster, at Westminster Abbey. (For particulars see special notice above.)

Tuesday, 29th, 8 p.m.—Section C. Social evening. Tea and coffee. Short paper by H. Courthope Bowen, Esq., M.A., on "Some of Herbert Spencer's Views," to be followed by a Discussion, at 72 Compayne Gardens, West Hampstead, N.W. (The proposed Dante Circle in Section C has been established, with twenty-two members.)

Friday, December 2, 8 p.m.—Section D. Lecture on "Observation of Children in Schools," by Francis Warner, Esq., M.D., F.R.C.P., F.R.C.S., at 24 Cleveland Gardens, W.

Friday, December 2, 8 p.m.—Section E. Discussion on some matters of an educational character. (For details write to the Hon. Secretary, Miss Stone, 42 Bessborough Street, S.W.)

Friday, December 2, 8 p.m.—Section F. Paper on "The Pupil's Share in his own Education," by the Rev. E. B. Hugh-Jones, M.A., to be followed by a Discussion, at St. John's College, Battersea Square, S.W. (By kind invitation of the Principal, the Rev. H. W. Dennis, M.A.)

BRADFORD BRANCH.—The first meeting of the session was held on Friday, October 14, at the Grammar School, Miss Byles presiding. Mr. James Fotheringham read a scholarly paper on "Wordsworth's 'Prelude' as a Study of Education." The lecturer dwelt on the influence which Wordsworth had exercised on present-day educational ideals. Wordsworth, he said, laid stress on the deep individuality of all real education; he pointed out that knowledge was not an end in itself, and that education which was mainly intellectual would be futile and unjust, for the end of education, in a sense, was the enriching of the vital soul, the directing of the vital feeling which was a main factor in the growth of will. The right method of education, according to Wordsworth, was constructive, not analytic. Mind and nature were fitted to each other, and acted and reacted on each other. Again the importance of the human environment must be recognized as a chief factor in education. Mind grew just in proportion as we kept true and sincere our relations with our fellow-men. Mr. Fotheringham was warmly thanked for his deeply interesting paper, on the motion of Dr. Vinter, seconded by Miss Roberts. Mr. Welton, M.A., proposed that the lecturer should be asked to allow the local Branch to print his paper. Mr. Ware, B. es S., seconded this proposition.

LIBRARY.

The Hon. Librarian reports the following books and magazines missing from the Library:—*The Pedagogical Seminary*, Vol. V. Nos. 1 and 2; Russell's "Natal," Eve's "German Grammar," Kellogg's "School Management." Will the members who have the above books kindly return them at once?

The following are the latest additions to the Library:—

Presented by the author:—French Commercial Correspondence, by L. Soleil.

Presented by F. Storr, Esq.:—D'Arcy Thompson's *Day-Dreams of a Schoolmaster* (new edition).

Presented by H. Courthope Bowen, Esq.:—*School History of English Literature*, by Elizabeth Lee, Vol. II.; *English Prose*, by J. L.

Robertson (Part I.): *The Making of a Daisy*, and other Studies in Plant-Life and Evolution, by Eleanor Hughes-Gibb; *Biblia Inno-centium*: being the Story of God's Chosen People before the Coming of our Lord upon Earth, written for Children, by J. W. Mackail.

Presented by G. T. Pilcher, Esq.:—*Histoire de la Civilisation en Europe*, par M. Guizot, Vols. I.-V.

Presented by Messrs. G. Bell & Sons:—*Pope's Essay on Man*, edited by F. Ryland.

Presented by Messrs. Blackie & Son:—*The Odes of Horace*, Book I., edited by S. Gwynn; *The Newton Science Readers*, Third Book, by W. Furneaux; *The Great Campaigns of Nelson*, by William O'Connor Morris.

Presented by the Syndics of the Cambridge University Press:—*Cicero*, In *Catilina* I., edited by J. H. Flather; *Vergil*, *Æneid* I., edited by A. Sidgwick; *Milton's Comus and Lycidas*, edited by A. W. Verity; *Macaulay's Bunyan*, edited by A. D. Innes; *Ode on the Spring and The Bard*, by J. Gray, edited by D. C. Tovey. (All in "The Cambridge Series for Schools and Training Colleges.") *Aristophanes*, *The Clouds*, edited by C. E. Graves; *Juvenal*, XIV. *Satires*, edited by J. D. Duff (two copies of each, Library and Museum).

Presented by Messrs. Hachette & Co.:—*Graduated French Course*, Junior Part, by A. Barrère; *Unseen Passages from Modern French Authors*, by J. Lazare.

Presented by Messrs. Longmans, Green, & Co.:—*Psychology in the Schoolroom*, by T. F. G. Dexter and A. H. Garlick; *The Art of Teaching*, by D. Salmon.

Presented by the Delegates of the Oxford University Press:—*New English Grammar* (Part II., Syntax), by Henry Sweet.

Presented by Messrs. Swan Sonnenschein & Co.:—*Peculiarities in Attic Declension and Comparison*, by Prof. Sonnenschein (Supplement to *Greek Grammar*); *Introduction to Herbartian Principles of Teaching*, by Catherine J. Dodd.

Presented by the University Correspondence College Press:—*Tutorial Latin Dictionary*, by F. G. Plaistowe; *Second Stage Mathematics*, edited by W. Briggs; *First Stage Inorganic Chemistry (Practical)*, by F. Beddow.

Purchased:—*Pedagogical Seminary*, Vol. VI., No. 1; *Short Studies in Character*, by Mrs. Bryant.

PRIZE COMPETITIONS.

The winner of the Translation Prize for this month is "Carbar."

The winner of the Translation Prize for July is Miss Walker, 33 Wimpole Street, Cavendish Square, W.

Winners of the Holiday Prize Competitions are:—

For Reviews—J. Russell, Esq. ("Biddles"), Cripplegate, Woking, Surrey; Miss Alice Christie ("Kew"), Kingston House, Kew Gardens; Miss Hilda D. Oakeley ("Glaucou"), 97 Warwick Road, Earl's Court, S.W.; E. M. Hentsch ("Tsch"), 18 Canfield Gardens, N.W.

For a Cento Sonnet:—Miss Lily Russell ("Celarent"), c.o. Mrs. Warren, Mostyn, Alfred Road, Cromer, Norfolk; Miss L. M. Layng ("Marl"), Grammar School, Stafford; Miss Montizambert ("C.E.M."), The Grove, Dunboyne, Co. Meath; G. E. Dartnell, Esq. ("Beauty and the Beast"), Abbottsfield, Stratford Road, Salisbury; Miss H. F. Wilkinson ("Wilhelmina"), Limnersholme, Old Bushey, Herts; M. Robinson ("Poeta"), 64 Chardmore Road, Stoke Newington, N.

For Shakespearean Anagrams:—Miss Hood ("Lierre"), Wimille, Pas de Calais, France; W. Muir, Esq. ("W.W.W."), 82 Buccleuch Street, Glasgow; Miss Marian Edwardes ("Wanderer"), 25 Mecklenburgh Square, W.C.; R. E. M. Taylor, Esq. ("Sea-fog"), Fulmer House, Fulmer, Bucks.

Certes, Chénedollé, ce timide et cet incomplet, d'ailleurs si intéressant, et Fontanes lui-même, ce beau fonctionnaire, avaient eu, en réaction contre l'âge précédent, leurs minutes d'inquiétude religieuse, et aussi leurs attendrissements sous la lune ou devant le soleil couchant: une grâce assoupissait ça et là leurs vers habiles et prudents, et tous deux avaient ce mérite d'être des façons de poètes raciniens. Mais, ici, il y a la source et le flot, l'harmonie large et continue, une spontanéité, une facilité divine, et une beauté simple d'images—ce "Sentier des Tombeaux," ce "Voyageur assis aux Portes de la Ville,"—images grandes, non détaillées, non situées dans le temps, et qui font songer aux fresques d'un Puviss de Chavannes. Et nous verrons ce qui s'y joint plus tard, quelle hardiesse et quelle franchise imperturbable d'expression, quelle énergie sereine et non tendue, et souvent, si l'on peut dire, quel

(Continued on page 652.)

CLARENDON PRESS, OXFORD.

NEW BOOKS.

Just Published, pp. 220, crown 8vo, with 42 Illustrations,
price 3s. 6d.

FIRST LESSONS IN MODERN GEOLOGY. By the
late A. H. GREEN, M.A., F.R.S., sometime Professor of Geology
in the University of Oxford. Edited by J. F. BLAKE, M.A.

Extract from the Preface.

The title suggested by Professor Green had some reference to schools ; but, as such reference might possibly repel some who would find the work interesting, the Editor has suggested a more general title, which need not prevent it being used in schools. The book is practically a Primer, but the author was never fond of using a Latin word when an English one would express his meaning, and the title adopted seems better to foreshadow the character of the book.

Just Published, pp. 586, post 8vo, cloth, price 10s. 6d.

CAESAR.—DE BELLO GALLICO. Books I.-VII.
According to the Text of EMANUEL HOFFMANN (Vienna, 1890).
Edited, with Introduction and Notes, by ST. GEORGE STOCK.

Just Published, pp. 148, crown 8vo, cloth, price 3s. 6d.

Part II.—**Syntax** (Completing the work).

A NEW ENGLISH GRAMMAR: Logical and Historical. By HENRY SWEET, M.A., Ph.D., LL.D., Corresponding Member of the Munich Academy of Sciences.

Already published.

Part I.—**Introduction, Phonology, and Accidence.**
10s. 6d.

FOR UNSEEN TRANSLATION.

REDDENDA MINORA; or, Easy Passages, Latin and Greek, for Unseen Translation. For the use of Lower Forms. Composed and selected by C. S. JERRAM, M.A. Sixth Edition, Revised and Enlarged. 1s. 6d.

ANGLICE REDDENDA; or, Extracts, Latin and Greek, for Unseen Translation. By C. S. JERRAM, M.A.

First Series (for Junior School). 2s. 6d.

Second Series (for Middle School). 3s.

Third Series (for Upper School). 3s.

MODELS AND EXERCISES IN UNSEEN TRANSLATION.
By H. F. FOX, M.A., and T. M. BROMLEY, M.A. Revised Edition. 5s. 6d.

* A Key to Passages quoted in the above, price 6d. Supplied to Teachers only, on application to the Secretary, Clarendon Press.

LATIN PROSE VERSIONS. Contributed by various Scholars. Edited by GEORGE G. RAMSAY, M.A., LL.D., Litt.D. 5s.

PASSAGES FOR TRANSLATION INTO LATIN. Selected by J. Y. SARGENT, M.A. Seventh Edition. 2s. 6d.

* A Key to the above, price 5s. net. Supplied to Teachers only on application to the Secretary, Clarendon Press.

LATIN PROSE COMPOSITION. By G. G. RAMSAY, M.A., LL.D.

Vol. I. Syntax, Exercises with Notes, &c. Fourth Edition. 4s. 6d. Or in Two Parts, 2s. 6d. each, viz.:—Part I. The Simple Sentence.

Part II. The Compound Sentence.

* A Key to the above, price 5s. net. Supplied to Teachers only on application to the Secretary, Clarendon Press.

Vol. II. Passages of Graduated Difficulty for Translation into Latin, together with an Introduction on Continuous Prose. Fourth Edition. 4s. 6d.

MUSA CLAUDA. Translations into Latin Elegiac Verse. By S. G. OWEN, M.A., and J. S. PHILLIMORE, M.A. Crown 8vo, paper boards, 3s. 6d.

A PRIMER OF GREEK PROSE COMPOSITION. By J. Y. SARGENT, M.A. 3s. 6d.

* A Key to the above, price 5s. net. Supplied to Teachers only on application to the Secretary, Clarendon Press.

PASSAGES FOR TRANSLATION INTO GREEK PROSE. By J. Y. SARGENT, M.A. 3s.

Just Published, pp. xxxvi. + 320, crown 8vo, cloth, price 7s. 6d.

THE EDUCATIONAL SYSTEMS OF GREAT BRITAIN AND IRELAND. By GRAHAM BALFOUR, M.A.

Just Published, pp. 438, crown 8vo, cloth, price 8s. 6d.

LEIBNIZ.—THE MONADOLOGY, and other Philosophical Writings. Translated, with Introduction and Notes, by ROBERT LATTA, M.A., D.Phil. (Edin.), Lecturer in Logic and Metaphysics at the University of St. Andrews.

From the Preface.

In this country Leibniz has received less attention than any other of the great philosophers. Yet few philosophical systems stand so much in need of exposition as that of Leibniz. His theories have to be extracted from seven large volumes of correspondence, criticism, magazine articles, and other discursive writings, and it is only in recent years that this material has been made fully available by the publication of Gerhard's edition. No complete and detailed account of Leibniz's philosophy has hitherto been published in English, and accordingly I have written a very full Introduction to this book, with illustrative footnotes, consisting mainly of translations from Leibniz himself.

New and Revised Edition.

Just Published, crown 8vo, pp. 304, price 2s. 6d. net cash.

THE STUDENT'S HANDBOOK TO THE UNIVERSITY AND COLLEGES OF OXFORD. Fourteenth Edition, revised to September, 1898.

BOOKS SET FOR THE CIVIL SERVICE OF INDIA EXAMINATION.

ARABIC. A Practical Arabic Grammar. Compiled by A. O. GREEN, Lieut.-Colonel, R.E.

PART I. Third Edition, Enlarged. Crown 8vo, 7s. 6d.

PART II. Third Edition, Enlarged and Revised. 10s. 6d.

BENGALI. Grammar of the Bengali Language: Literary and Colloquial. By JOHN BEAMES. Crown 8vo, cloth, 7s. 6d.; cut flush, 6s.

BURMESE. A Burmese Reader. By R. F. ST. ANDREW ST. JOHN, Hon. M.A. Crown 8vo, 10s. 6d.

SANSKRIT. Practical Grammar of the Sanskrit Language. By Sir M. MONIER-WILLIAMS, D.C.L. Fourth Edition. 8vo, 15s.

— **NALOPÁKHYANAM.** Story of Nala, an Episode of the Mahābhārata. Sanskrit Text, with a copious Vocabulary, &c. By Sir M. MONIER-WILLIAMS, D.C.L. Second Edition. 8vo, 15s.

WELLESLEY. A Selection from the Despatches, Treaties, and other Papers relating to India, of Field-Marshal the Duke of Wellington, K.G. Edited by S. J. OWEN, M.A. 8vo, £1. 4s.

WELLINGTON. A Selection from the Despatches, Treaties, and other Papers relating to India, of Field-Marshal the Duke of Wellington, K.G. Edited by S. J. OWEN, M.A. 8vo, £1. 4s.

STOKES. Anglo-Indian Codes. By WHITLEY STOKES, LL.D. Vol. I. Substantive Law. 8vo, 30s. Vol. II. Adjective Law. 8vo, 35s.

First Supplement to the above, 1887, 1888. 2s. 6d.

Second Supplement, to May 31, 1891. 4s. 6d.

First and Second Supplements in one volume. 6s. 6d.

ALSO PUBLISHED BY HENRY FROWDE.

THE INDIAN EVIDENCE ACT. With Notes by Sir WILLIAM MARKBY, K.C.I.E. 8vo, cloth, 3s. 6d. net.

Law Journal.—"Sir William Markby, as judge and jurist, has had special opportunities of judging the working of the Indian Act, and testing the soundness of its legal conception and drafting."

FULL CATALOGUES POST FREE ON APPLICATION.

LONDON: HENRY FROWDE, CLARENDON PRESS WAREHOUSE, AMEN CORNER, E.C.

mauvais goût splendide—et toujours aisé; car, en dépit des lambeaux de phraséologie classique qu'il laisse parfois négligemment flotter sur les nappes étalées de son verbe, Lamartine est, à coup sûr, le plus libre, le plus aventureux, le moins scolaire et le moins académique des grands écrivains.

Il est, dans son fonds et dans son tréfonds, le poète religieux; autrement dit le Poète, puisque la poésie, reliant le visible à l'invisible et la fantasmagorie du monde au rêve de Dieu, est religion dans son essence. Il se connaissait bien. "J'ai usé," dit-il dans "Le Tailleur de Saint-Point," "mes yeux et ma langue à lire, à écrire et à parler de Dieu dans toutes les fois et dans toutes les langues." Et c'est pourquoi—attendu qu'en outre il fut, avec une évidence fulgurante, un homme de génie—je ne dis pas qu'il soit (car on n'est jamais sûr de ces choses-là), mais que je le sens (à l'heure qu'il est), le plus grand des poètes.

By "CARBAR."

It is true that Chénedollé, that cautious and one-sided, but otherwise interesting, writer, and Fontanes himself, courtier and fine gentleman as he was, in a natural reaction against the foregoing age, passed through seasons of religious uneasiness, and also had their moments of tender sentiment on moonlight nights or in presence of the setting sun; a certain grace here and there softens their correct clever lines, and both have the merit of wearing the garb of Racine. But here we have well-spring and flood-tide, a noble succession of harmonies, freshness and matchless command of language, and the beauty of simple imagery—such, for example, as we find in "The Path through the Churchyard," or "The Wayfarer by the City-gate"—pictures grand in outline, not minute in detail, belonging to all time, pictures which suggest the frescoes of a Puvis de Chavannes. And we shall see, moreover, that to these qualities are added afterwards audacity and serene frankness of expression, calm and unstrained energy; and, if we may use the phrase, magnificent bad taste, natural and unforced; for, despite the fragments of classical phraseology which he occasionally leaves floating on the smooth surface of the diction he spreads forth for us, Lamartine is undoubtedly the boldest and most daring of great writers, as he is the one least bound down by the traditions of the schools.

He is, to the very core, a religious poet; in other words, he is a poet, for poetry which binds things seen to things not seen, and the fleeting show of this world to the vision of God, is the heart and essence of religion. And he himself knew well what he was. "I have worn out my eyes and my tongue," he says in "Le Tailleur de Saint-Point," "by reading, writing, and speaking of God, at all times and in all tongues." And this is why—besides the fact that his genius shines forth with lightning clearness—I feel him (as I write) to be what I dare not affirm that he is (for men's judgments change), the greatest of the poets.

We classify the 191 versions received as follows:—

First Class.—Erste Hoffnang, Miranda, St. George for Merrie England, Eicarg, Pea-shooter, Vlamische meisie, James, Meer-passy, Quis dubitat, Chimera, Carbar, Late and Luckless, E.G.T., B.L.T., Mow.

Second Class.—D.C.B., Staffa, Fairfield, E.L.B.C., Einerolf, David, Ballymaclugh, A.R.H., Llanandras, Escualdon, Gentian, 100,000, Pseudonym, Fortes et Fideles, Belfast, Arbor Vale, cos ($a + b$), Silverpen, Borealis, Marigold, L.B.S., Marquis von Posa, London, Pechvogel, Zeus, Filotari, Der Adler, Locataire, Piano-organ, Kätchen von Heilbronn, Mars, Laddie, Virginal, Ilsa, Mee, Rosebery Avenue, Saratz-Pontresina, Chingleput, Rolobo, W.D.S., W.H.W., Gänseblume, E.T.C., Bertrand, Silyl (K.H.S.), Sans Adieu, Priscilla, Cheltenham, Treacle, Sirach secundus, Windebrowe, Sirach, Felicia, Ellis, E.H.O., Madame, Dutch Doll, Stamford, D.B.N., Monce Ponds.

Third Class.—Vetter aus Bremen, Dorothea, X.Y.Z., Hibernia, Ignorant, Zack, Adagio, Stuart, L.A.J.S., Haron, Marjory Daw, H.F.D., Marianne, A Speckled Bird, Finetta, Pamphylax, Aurora, H.E., Ida, Rigel, Sibylla, Ambovicus, H.M.S., F.L. Howell, Lady of the Lake, E.S., Rihan, Hofschulze, Ardheen, Margery (K.H.S.), Carrington (K.H.S.), Saxie, Em. W., W.S.M., Day Dawn, Musca, Evermore, Nonyeb, Gothicus, Prospice, B.D., Jonathan, Wanda, Shepherdess, Vicille, N.B.B., Colon, F.E.H., Mercades, La Marguerite.

Fourth Class.—Muspilli, Pug, Greta, One and All, Lethe, Nemo, Philammon, Mensis, Noventica, Siphon, £ s. d., Le Lee, Aria, Dolomite, Oimè, F.S.A., Tannen, N.O.T., Mat, Uva, L.U.S., Dulce, Somnola, Asperge, R.K., Pol, Enoch, Magmar, B.B., Dora Jannoch, Sirop, Mouse, E.L., Beta, Renard, Flips, H.T.E.C., Sol, Wilts, Sans Peur.

Fifth Class.—Neminis, Iona, Louis, Lucia, E.H.A., Salve, Jonathan, Juno, S.E.A., Quarterly, Novice, Fleur, Hof, Scales, O'Dowd, Pastor, Gemma, Stop, F.O.T., Clay, Super, Cheshire Cat, Umo, Paper, Vil, De Rougemont.

The greatest of poets, according to Lemaitre, is not familiarly known
(Continued on page 654.)

GEORGE PHILIP & SON'S LIST OF NEW PUBLICATIONS.

Just Published.

OUTLINE STUDIES FOR BLACKBOARD DRAWING

By HELEN PHILLIPS.

With Hints and Directions by KATHARINE PHILLIPS, Mistress of Kindergarten at the Maria Grey Training College; Lecturer for the Froebel Institute; Examiner to the Froebel Society; Lecturer for the London School Board.

24 Designs, consisting of Curved and Right Line Objects and Plant Forms, Animals, &c. In cardboard box, net, 6s.

Just Published.

IMPORTANT NEW WORK BY MISS YEATS.

BRUSHWORK STUDIES OF FLOWERS, FRUIT, AND ANIMALS, for Teachers and Advanced Students. A Series of 27 Plates, beautifully reproduced in colours, with full directions. By ELIZABETH CORBET YEATS. Oblong 4to. Artistically bound in cloth. Net, 6s.

Just Published.

PSYCHOLOGICAL METHODS OF TEACHING AND STUDYING LANGUAGES.

THE FACTS OF LIFE. Part 2. Animals, Town Life, Social Life and Government, Industry, &c. With Complete Index in English and French for Parts 1 and 2. By VICTOR BÉTIS and HOWARD SWAN. Demy 8vo, cloth, 3s.

Parts 1 and 2 of the "Facts of Life" together contain over 5000 Idiomatic expressions, forming a classified summary of practically all the phrases in use in French every day life.

Just Published.

ESSEX, PAST AND PRESENT: a complete account of its Geography, History, Worthies, Traditions, and Legends, as well as of its Commercial and Industrial Progress. By GEORGE F. BOSWORTH, F.R.G.S. Map and 76 Illustrations, 250 pp., crown 8vo, cloth, 2s.

Special Prize Edition, cloth gilt, gilt edges, price 2s. 6d.

A USEFUL COMPANION VOLUME TO ABOVE.

ESSEX: its Geography and History. With a complete Gazetteer of Boroughs, Towns, and Parishes, for use in Schools. With 3 Maps, 32 pp., crown 8vo, limp cloth, 4d.

"The system of County Geography is excellent, and these two books—the first for more advanced readers, the second for elementary use in schools—are good instances of what may be done to teach boys and girls the topography and history of the counties in which they live."—*Educational Times*.

Just Published.

PHILLIPS'

NEW POPULAR ATLAS

OF

ASTRONOMICAL, PHYSICAL, POLITICAL, AND CLASSICAL GEOGRAPHY.

A series of 48 Coloured Plates, containing 76 Maps and Diagrams, with a complete Index. Edited by GEORGE PHILIP, JR., F.R.G.S. Imperial 4to, bound in cloth. Price 3s. 6d.

ENTIRELY NEW AND REVISED EDITIONS OF

HUGHES' GEOGRAPHICAL CLASS BOOKS.

By R. A. GREGORY, F.R.A.S., and ALBERT HILL.

I. CLASS BOOK OF MODERN GEOGRAPHY.

Revised by ALBERT HILL.

With numerous Illustrations, Examination Questions, Notes, Index, and large Coloured Map of the World. Crown 8vo, cloth, price 3s. 6d.

Important New Features.

1. Greater attention and additional space devoted to Physical and Commercial Geography.
2. A careful revision of the Political Geography.
3. The introduction of a comprehensive series of Illustrations, consisting of Maps and Diagrams.

II. CLASS BOOK OF PHYSICAL AND ASTRONOMICAL GEOGRAPHY.

Revised and Edited by R. A. GREGORY, F.R.A.S.

With Examination Questions, Notes, Index, and Illustrated with numerous Diagrams, Pictures, and Maps (some Coloured). Crown 8vo, cloth, price 3s. 6d.

Important New Features.

1. Re-arrangement and increased space devoted to Astronomical Geography and Physiography.
2. Introduction of numerous Diagrams, Pictures, and Coloured Maps.

Complete Educational Catalogue gratis on application.

London: GEORGE PHILIP & SON, 32 Fleet Street, E.C.
LIVERPOOL: PHILIP, SON, & NEPHEW, 45-51 SOUTH CASTLE STREET.

Tit-Bits Copy Books.

A New Series of Copy Books, designed to produce clear, bold, and rapid writing. There are no flourishes or fanciful peculiarities. The slope adopted is fifteen degrees from the vertical. They are admitted to be the best set in the market. 24 pages, price 2d. each.

"Confound That Boy!"

A Manual of Book-keeping and Office Routine. Provides a practical and yet simple guide to junior clerks, or those entering on a business career. Crown 8vo, 1s.

THE Library of Useful Stories.

New Volume.

XX.—The Story of Geographical Discovery.

THE GOLDEN RULE READERS. Book I., 212 pages, crown 8vo, 1s. 3d. Book II., 236 pages, crown 8vo, 1s. 6d.

TIT-BITS MONSTER TABLE BOOK. 80 pages, 1d.

TIT-BITS MONSTER COOKERY BOOK. 80 pages, 1d.

TIT-BITS MONSTER RECITATION BOOK. 80 pages, 1d.

GEORGE NEWNES, LTD., 7-12 SOUTHAMPTON STREET,
STRAND, LONDON.

LABORATORY NOTE BOOKS,

* Containing 128 pages of paper ruled in squares, also four pages of valuable memoranda for use in

CHEMICAL AND PHYSICAL LABORATORIES,

Bound in stiff cover, with cloth back and rounded corners.

PRICE 4S. 6D. PER DOZEN.

These books are kept in stock in three rulings, viz. :—

In Squares of $\frac{1}{8}$ of an inch.

In Squares of $\frac{1}{4}$ of an inch.

In Squares of $\frac{1}{2}$ Centimetre.

LABORATORY RULE.

Specially adapted for Scholars working for the Cambridge Examination.

Marked in Inches, Eighths, Tenths, and Twelfths, Decimetres, Centimetres, and Millimetres, with a Scale of Chords.

Nine inches long, price 3s. 6d. per dozen.

THOROUGHLY RELIABLE.

Specimens free on application to the

EDUCATIONAL SUPPLY ASSOCIATION, LTD.,
42 Holborn Viaduct, London.

Now Ready.

French Commercial Correspondence.

WITH ENGLISH NOTES,
and a Series of Unseen Commercial Papers for the Oxford
Local Examinations.

BY PROF. L. SOLEIL.

Small Crown 8vo.

INTERMEDIATE COURSE (Now Ready), 3s. 6d.
PRELIMINARY COURSE (Shortly).

LONDON: KEGAN PAUL, TRENCH, TRÜBNER, & CO., LTD.,
PATERNOSTER HOUSE, CHANCERY CROSS ROAD, W.C.

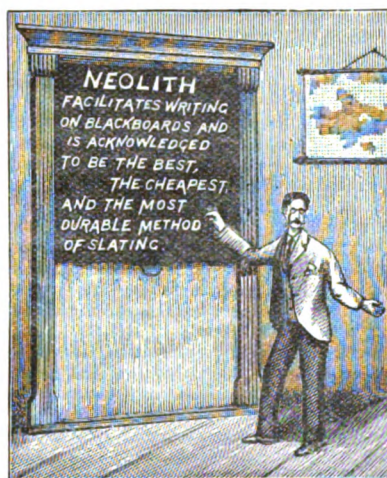
MODERN LANGUAGE MONTHLY.

A few Complete Sets of above (containing over 900 pages of reading matter, and originally published at One Guinea) can be sold at 5s. per set, carriage paid.

"French and German Echoes," published at 1d. Price per dozen, 5d., post free.

LONDON: WILLIAM RICE, 3 BROADWAY, LUDGATE HILL, E.C.

NEOLITH (BOURLEZ PATENT).



The best, most economical, and most durable process for coating

School Blackboards, leaving absolutely no reflection.

Hundreds of testimonials

To be had in 3/3 and 6/- tins, of

Mr. J. van DULKEN,
Sole Agent for Great Britain,

61 Great Tower Street
London, E.C.,

And of all Dealers in
School Requisites.

TOO LATE FOR CLASSIFICATION.

THE MANCHESTER CLERICAL, MEDICAL, AND SCHOLASTIC ASSOCIATION, LIMITED, 8 KING STREET, MANCHESTER. Principals of Schools are invited to send particulars of Vacancies for Assistants. School Transfers negotiated. For terms, apply—Secretary, JOHN HELLAWELL.

WANTED, after Christmas, an Engagement as LADY MATRON in Boys' Public School. Experienced. Highest references. Address—No. 3, 540, Office of "Journal of Education," 3 Broadway, Ludgate Hill, E.C.

BRADFORD SCHOOL BOARD.—The Board require an INSTRUCTOR IN KINDERGARTEN WORK for a Class of Teachers. The remuneration will be 10s. 6d. per evening engaged. Applications should be sent at once to THO. GARBUTT, Clerk of the Board. School Board Office, October 28th, 1898.

IN a GERMAN PROFESSOR'S family in Heidelberg, a young ENGLISH LADY or GENTLEMAN can be received. Exceptional opportunities for the acquirement of the German Language are offered. For particulars apply to Mrs. BIRCH, 105 Downs Road, Clapton, N.E.

in England; else the vast majority of competitors would not have spoken of the "Tailor of Saint-Pont," the full title of the poem being "Le Tailleur de Pierre de Saint-Pont." To polish off the next commonest blunder, *user* means "to wear out," not "to use," "se servir de." Over the very first words there was much stumbling. The noun to be supplied is not "man," "character," but "writer," "poet." "Chênédollé, a faltering and limited, but withal a most interesting, author." *Beau fonctionnaire*, "stately (magnificent) official" (see any dictionary of biography). "Had had in reaction, as a reaction," is awkward; better turn "had felt the reaction, &c., and had their moments of spiritual unrest (stirrings)." *Une grâce*, "now and again their scholarly and correct verse is irradiated by a touch of feeling," or, more literally, "the stiffness of their verse is relaxed," &c. *La source et le flot*, "the fountain-head and full tide (of inspiration)," not, as commonly, "the ebb and flow." *Images*, "imagery," metaphor and simile. *Non situées dans le temps*, "remote from time and place"—the vague ethereal imagery of a Shelley as opposed to the concrete, clear-cut illustration of a Dante. For *imperturbable, non tendue, toujours aisé*, I would suggest "unblushing," "effortless," "never stilted." *Des lambeaux*, &c.: it is hard to decide whether the metaphor suggested is loose ends left on a woven fabric, or flotsam on a broad sheet of water. I incline to the former view; but for the translator the main point is to make his election between the two. *Dans son foids et dans son tréfonds*: "essentially" is enough. *Autrement dit le poète*, "in other words, the poet." *Attendu*, &c.: "seeing that, apart from his poetry, he bears the sign manual of genius."

A Prize of Two Guineas is offered for the best translation of the following passage from Sainte-Beuve:—

En voici un enfin qui a tenu bon, qui a résisté sans fléchir. Nature fine et forte, il s'est de bonne heure proposé son but, et n'en a pas dévié un seul jour. Fidèle au corps d'élite de la poésie, M. Brizeux me fait l'effet de ces officiers supérieurs dans une arme spéciale, savante, qui, voués au noble génie de leur art, s'y tiennent sans vouloir jamais d'avancement ailleurs.

Le vivre plus facile, la popularité courante, au prix de son art chéri, au prix d'une seule des perles de son loisir, il n'en a pas voulu. C'est là un trait de caractère. Nul doute qu'il n'eût pu, en se lâchant un peu, en s'assujettissant aussi, prétendre à ces succès plus ou moins faciles, mais où la distinction, après tout, ne nuit jamais. Il n'a pu s'y résoudre; le mieux, un certain idéal posait devant ses regards et ne lui laissait pas de trêve. Voyez-le écrire en prose, dans quelque préface concise et comme furtive: il n'écrit pas véritablement, il court, il fuit. Sa plume appuie le moins possible; il semble sur des charbons ardents; il y va comme un pied fin sur des pavés mouillés.

Il lui faut le vers, il lui faut la ceinture; sa pensée veut marcher enveloppée du rythme et de la cadence. Talent bien énergique dans sa délicatesse, il a sauvé sa veine du grand mélange; il n'a pas noyé dans les flots d'encre sa poudre d'or. Plus d'une fois, quand les génies régnants, trop généreux, brassaient autour de nous leur poésie à pleine cuve, lui, avec dédain et en silence, sortait, emportant toute la sienne dans sa bague.

La bague secrète a fini pas rendre, non pas le poison, mais les essences et les senteurs. Cette renommée particulière du poète a comme insensiblement transpiré. Sans bruit, sans aucun renfort d'auxiliaires, M. Brizeux s'est fait sa place à part dans le groupe des maîtres-chanteurs du temps. Nous l'y trouvons aujourd'hui tout porté, et n'avons qu'à l'y reconnaître.

EXTRA PRIZE.

A Prize of One Guinea, and copies of "Essays and Mock Essays," à discrétion, are offered for the best answers to the following question:—

Identify the following quotations and discuss any three of them:—

1. "Laughter is sudden glory."
2. "Words are wise men's counters, but the money of fools."
3. "Minorities are always right."
4. "Better England free than England sober."
5. "Whoever is delighted in solitude is either a wild beast or a god."

The question is taken from a recent Oxford taste-paper, and the time, to judge proportionally, allotted to it was twenty minutes. The answers, therefore, must be brief, not essays, but hints for essays, such as might serve as a model for a scholarship candidate.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by November 16, addressed "Prize Editor," JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

DUCKWORTH & CO.'S NEW BOOKS.

INTRODUCTION TO HISTORICAL STUDIES.

By CH. V. LANGLOIS and CH. SEIGNOBOS, of the Sorbonne, Paris. Authorized Translation by G. G. BERRY; with a Preface by Prof. YORK POWELL. Large crown 8vo, 7s. 6d.

"It deserves success, for it is written with care, with knowledge of the practical problems presented to the historian, and by men who know their own minds. . . . Indeed, the most experienced investigator will profit by the precepts of this clever manual."—*Times*.

"The very book for the serious student of history."—*Educational Times*.

A HISTORY OF RUGBY SCHOOL. By W. H. D. ROUSE, of Rugby, and sometime Fellow of Christ's College, Cambridge. Illustrated from Photographs, Contemporary Prints, &c. Pott 4to, 5s. net.

"Mr. Rouse has done his work well."—*Times*.

"An excellent history of Rugby School."—*Daily Mail*.

"A better or worthier history of a great public school than is supplied by this volume—which, by the way, is well and amply illustrated—it would be impossible, even for the most exacting of 'old boys,' to desire."—*World*.

"Mr. Rouse has done his work thoroughly and affectionately."—*Outlook*.

"Moulded into what will, perhaps, stand as a classic among school chronicles."—*Weekly Sun*.

"Mr. Rouse's venture has, to our minds, proved entirely successful."—*Fall Mall Gazette*.

"A work of real value and distinction."—*Literature*.

"Very well written and produced, and admirably illustrated."—*Educational Times*.

LYRICAL BALLADS. By WILLIAM WORDSWORTH and S. T. COLERIDGE, 1798. Edited, with Certain Poems of 1798 and an Introduction and Notes, by THOMAS HUTCHINSON. Fcap. 8vo, 3s. 6d. net.

"The preface contains much that is suggestive in explaining the history and elucidating the meaning of this famous little volume. Mr. Hutchinson's notes are especially deserving of praise."—Extract from a four-column review in the *Athenæum*.

"The book is one which every lover and student of poetry must needs add to his collection."—*Globe*.

CATALOGUES ON APPLICATION.

3 Henrietta Street, Covent Garden, W.C.

MANUAL INSTRUCTION.

The following Lists of Tools and Appliances for use in Secondary Schools, Technical Classes, and Manual Instruction Centres, will be sent, post free, on application:—

1. Carving Tools.
2. Bent Ironwork Tools, &c.
3. Clay and Sand Modelling Requisites.

PHILIP, SON, & NEPHEW,
School Furnishers, LIVERPOOL.

Sixth Edition. Fcap. 8vo, cloth interleaved, 1s.

HINTS ON FRENCH SYNTAX.

WITH EXERCISES.

By F. STORR,

Chief Master of Modern Subjects in Merchant Taylors' School.

"A useful and thoroughly practical little book."—*The Academy*.
"Mr. Storr's Hints are to the purpose. They are intended for schoolboys, but grown-up people who wish to avoid making elementary blunders in either writing or speaking may use them with advantage."—*The Athenæum*.
"There is in the book a maximum of knowledge in a minimum of space. No words are wasted, and there is no hint given which does not need to be emphasized."—*The Educational Times*.
"The rules are given with clearness, force, and precision; and the examples are well chosen to illustrate the rules."—*The Schoolmaster*.

LONDON: WILLIAM RICE, 3 BROADWAY, LUDGATE HILL, E.C.

CONFERENCE OF HEADMISTRESSES AT OXFORD.

THE idea of a Conference between the University teachers of women students and the headmistresses of secondary girls' schools was so excellent, and the need for some opportunity of discussing various educational problems which equally affect both bodies was so obvious, that the meeting at Oxford could hardly fail to be a success; and we feel confident that it will be productive of many reforms, and prove suggestive in many ways to teachers all over England.

Nothing could have been better organized from first to last, and the thanks of the Conference are due to the secretaries of the Association for the Education of Women in Oxford for the admirable manner in which all details were attended to and the arrangements carried out. Oxford is distinguished for its hospitality, and nowhere, perhaps, is the art of entertaining better understood. After long years of performing social duties to successive generations of undergraduates, heads of colleges and dons might surely be forgiven if they went through social functions somewhat sadly and wearily; but we find ever the same kindly courtesy, the same desire to make all enjoy, the same interest in all sorts and conditions of men or women.

The conversazione in Christchurch Hall on October 7 was by no means the least impressive part of the Conference. One recognized on every side old familiar Oxford faces, and among the headmistresses were many late Oxford students exchanging greetings with their former lecturers and tutors. The time was all too short, whether for business or pleasure, and we have, perhaps, no right to linger over the social side when business was, after all, the order of the day, and that order very strictly observed.

The Conference opened, with great punctuality, at 10.30 on Friday, October 7, the Master of Balliol in the chair. The large room at the Examination Schools was not more than half full, but it was an august assembly, consisting of 130 headmistresses, besides heads of colleges, lecturers, tutors, and many Oxford ladies whose names are well known in connexion with the education of women.

The Master of Balliol said a few words of welcome to the headmistresses, and Mr. Arthur Sidgwick then delivered the introductory address, which will be found *in extenso* elsewhere. He referred to the fact that University education for women had attained its majority, and reviewed the progress made in the twenty-one years that had elapsed since the movement began in Cambridge. He traced the history of the victories won in Oxford, and the way in which door after door had been opened to women students. Such a record, however gratifying to women, might have been dull, but Mr. Sidgwick would find a way of making even a lecture list entertaining, and he afforded much amusement when he read the "whip" sent out to M.A.'s to induce them to vote against the admission of women to Honour examinations. He anticipated the main difficulty which confronts the headmistress who has to organize her school curriculum with a view to the girl who is preparing for a professional career, and quite as much for the girl whose school education is too often literally an end in itself. It was curious to observe how much of the after discussion revolved round this intricate problem, which was further complicated by the mistaken idea set forth by some of the speakers that girls should receive only such an education as would enable them to teach others in after years.

In the main, however, it was agreed that a good general education was the goal towards which a headmistress should strive. Miss Gavin (Shrewsbury), who followed Mr. Sidgwick, was vehement in her protest against early specializing, and held that Miss Rogers (Classical Tutor, Oxford) made too large a demand upon the schools in the matter of classical education for a future University student. It was reasonably urged that parts of Virgil, Homer, Cicero, Demosthenes, and Horace, besides Livy and Thucydides, were a formidable array for a schoolgirl who only begins Greek in her third year and Latin prose when she reaches the fifth form. Further, that the general standard of work throughout the school would be raised by the 2 per cent. of the pupils preparing for college, but that an endeavour to reach Miss Rogers's standard would only result in the sacrifice to classics of other very important subjects. Mr. Lys (Lecturer in Classics) supported Miss Rogers, and maintained that, as a rule, women who took a good class in Honour Moderations were not such "sound" scholars as men who were placed in the same class, and that this was due to defective school preparation. Miss Otley (Worcester) considered that Miss Rogers' recommendations were a counsel of perfection, and that her ideal was unattainable unless girls could stay at school for a year after taking the Higher Board Examination. She advocated the teaching of Latin grammar in quite low forms, and it was somewhat surprising to learn that this proved a fascinating subject to small children. In asking that the Higher Board Examination should be the final school examination, and that it should be organized as a step towards a more advanced University examination, Miss Otley found many adherents.

It is surely a pity that women's school education should be regarded by them in any sense as a commercial enterprise. Yet the frequent reference to the training of girls for the teaching profession justifies the criticism, and Miss Powell (Leeds), in her opening remarks on "The

Teaching of History," seemed to recognize the danger. Miss Powell's speech, like her paper, was bright and suggestive, and she did much to counteract the somewhat depressing effect of Mr. A. L. Smith's observations. He found girls' work "deficient in reasoning power, neither terse nor concentrated enough in style, wanting in originality, with a tendency to be servile and wooden." Such a charge raised an indignant protest from those, on the one hand, who held that originality could not be expected from girls under seventeen, and, on the other hand, from those who found originality a not unknown quantity.

A more practical turn was given to the discussion by Miss Jones (Notting Hill), who urged that universal history should form part of the school curriculum, as in foreign countries, in which she was upheld by Miss Burstall (Manchester), who had practical experience in the matter, and Mrs. Bryant (North London Collegiate School). As the school time-table threatened every minute to become more full and more complicated, it was quite refreshing when Mr. Medley got up to propose that two subjects—political economy and constitutional history—should be eliminated from it, and a more revolutionary speaker followed, who asserted that the best history student at the University was one who never opened a history book before coming to Oxford. Mr. Medley found an opponent in Mrs. Bryant, who defended the study of economics in school. She pointed out that every one talked of economics, with or without understanding, and consequently girls should be in a position to discriminate between the false and the true on hearing economic arguments. Miss Lees (Tutor, Somerville) added to her paper a suggestion that more leisure should be given girls in school, as tending to cultivate their imagination and foster originality.

"The Teaching of English," which was the next item on the agenda, provoked a really hot and lively discussion.

Miss Sheavyn (Somerville College) wished that the schools should provide the girls with a knowledge of English literary history as a stepping-stone to the later study of individual authors, and condemned the plan, now in vogue, of setting some small portion of a single author for a whole year's study, without any idea of sequence or correlation in the study of literature and history. Miss Lyster deprecated the introduction of Old English, and insisted that nothing earlier than Chaucer should be treated in schools, but that literature was at present inefficiently taught, and literature teachers, with enthusiasm for their subject and ability to teach it, were not carefully selected.

Mr. Beeching's humorous speech was listened to with delight. The relation of English language and English literature was, he said, a thorny subject, and one to be dealt with in metaphors. These subjects should be spoken of as twin sisters, as circles which intersected, as two wheels of a bicycle, or, perhaps more appropriately, as two stools between which we fall to the ground. He contended for literature teaching rather than for philology, as telling on life, enabling the pupil to see the world through the eyes of great men. The result of lessons in language had once been forcibly expressed by Caliban to Prospero:—

"You taught me language, and my profit on't
Is I know how to curse!"

Mr. Beeching was averse from confining literature lessons in schools to the outlines of literary history, aptly distinguishing between the outlines of history, which are still history, and the outlines of the history of literature, which are not literature, but history.

Miss Lacey made a bold and revolutionary speech, denouncing all external examinations for girls at school, asserting her conviction that girls invariably did better work if not preparing for an examination, and desirous apparently of sweeping away examiners and examinations from Oxford University as well as from the schools. Mr. Maude followed Miss Lacey, and professed himself quite willing and ready to be exterminated. He had for fifteen years seen the results of cramming Clarendon Press notes, and could face the end with complacency. Mr. Bell, on the contrary, found that the best examination work was done by girls' schools in English literature, and proceeded to sketch a course of literature lessons.

On the whole, there was a consensus of opinion that the teaching of English in secondary schools had been somewhat neglected, that various reforms were necessary, that teachers who were genuine students of English literature were essential, that the work should be linked closely to the teaching of history, social and political, and that greater method and sequence in the treatment of literary history were desirable.

The discussion on "The Teaching of Science" produced little that was noteworthy. Mr. Veley begged that the lessons in schools should be practical, and not merely theoretical. He denounced blackboard teaching of chemistry, and urged that girls should always do the work themselves. Mr. Walden (New College) followed in the track of Mr. Medley, and wondered whether it might not be best to abolish the teaching of science in schools, and urged that, in any case, the *methods* of science were mainly of value for schoolgirls.

Mrs. Bryant controverted this view, pointing out that it would be difficult to discover the scientific bent of a girl's mind unless opportunity were given for it to manifest itself at school. She held that scientific practical work was not susceptible of the examination test, and should be subjected only to periodical inspection; but objected to the statement that scientific knowledge was less valuable than scientific method.

Altogether there was a considerable diversity of opinion on teaching of science, one speaker proclaiming that nothing should be done without microscopes, while another announced with great decision that microscopes were not desirable in schools.

The Conference was concluded on Saturday, October 8, by a discussion on "The Teaching of Modern Languages," which was opened by the University lecturers and tutors. They appeared to have a poor opinion of school preparation in this subject. They found that girls could not read French or German as well as they should; that they had no sympathy with the genius of the language, and were so ignorant of their own language that they could not write essays on foreign literature in a good style. The student reading for the Modern Language School at Oxford should have studied Latin, should know the Greek drama, at least through translations, and should have read authors "in their historic order and connexion." It was generally allowed that the fault lay in the defective training of the modern language teacher, and various propositions for reform were put forward, the following emanating from Miss Cooper (late Edgbaston):—The teachers should be Englishwomen trained abroad (after the best school training at home) in some centre of education such as Paris. French and German should not be expected from the same teacher, but rather Latin and French, as being more nearly allied. The literature of the country should be studied, and a comparison instituted between English literature and foreign literature. The education of the modern language teacher should be completed at the University, and all teachers should give time to the history of pedagogy. The need for more than a year abroad after school and before a University career was regarded as of paramount importance.

Miss Gurney and Miss Greenwood (Withington High School) differed concerning the age at which a child should begin modern languages, the former holding to the opinion that it is impossible to begin too early, and that the first stages of the language should be taught by a native; the latter that it was wiser to begin late, when the reasoning powers were more developed, their knowledge of their own language more advanced, and power of expression greater.

Miss Beale (Cheltenham) was in favour of trained foreign teachers and of early lessons in foreign languages. Children should be taught continuously and thoroughly from an early age.

Miss Benton (Hampstead) pointed out a real difficulty in teaching languages in schools, from the size of the classes. Conversation lessons were rendered impracticable, and composition lessons, in which all could share, were a problem. Miss Jourdain (Watford) commented on the need for good foreign grammars which would not confuse children.

At twelve o'clock Mr. Sidgwick asked Miss Beale to conclude the proceedings by a brief summary of what had passed. Miss Beale described the object of the Conference as being to draw closer the bond between the schools and the University, and to show the ideals of the University as distinguished from those of the schools; to explain the regulations devised by the University for the conduct of the work of its students, and to hear the views of the headmistresses on their difficulties.

A vote of thanks was proposed by Miss Conolly, and seconded by Mrs. Bryant, who, in expressing the thanks of the headmistresses, added a hope for more conferences and further favours in the future.

CORRESPONDENCE.

THE OXFORD CONFERENCE.

To the Editor of The Journal of Education.

SIR,—Will you very kindly give me an opportunity of bringing before your readers a point suggested by the Conference recently held at Oxford between Headmistresses of secondary schools and University tutors? A general feeling of depression was noted as the outcome of the Conference. May not this be due to the fact that the Conference has more fully disclosed the gap existing between even the best secondary education for girls, and the honours work of the older Universities?

University tutors naturally expect that the young women who come up with the intention of reading for Honours in any given subject shall have been thoroughly grounded in that subject; and, further, that their minds shall be already prepared for the reception of the general principles belonging to it. This is an ideal from which one would deplore any descent on the part of the tutors. It is, however, possible that they do not fully realize that its attainment requires not only a high degree of excellence in the previous teaching (and that sustained throughout the school), but also a special devotion of time and energy on the part of the staff of a school to those girls who are likely to pass on to Honours work at the Universities. Such a devotion of the

intellectual energies of the staff to the more intelligent pupils is characteristic of the best public schools for boys in England. In most of the corresponding schools for girls, on the contrary, the time and energy of every mistress, no matter how high her academic qualifications, are largely devoted to the comparatively barren task of trying to make the average girl think. Meanwhile, the intelligent girls are debarred from enjoying the full advantage of the teaching of the highly qualified University women who form the majority of the staff in our best girls' schools. If the work of these women, at least that part of it which consists of actual teaching, could be more strictly confined to the more intelligent pupils, and more time than is now possible devoted to the mental development of such girls as have real mental capacity, while the school as a whole supplied an education calculated to make sensible, useful, agreeable, and healthy women of both intelligent and dull—a product which requires other factors than the intellectual—possibly both University tutors and parents might find less cause to complain of the high-school girl.

The demands of Oxford tutors in particular will, perhaps, not be met till a large number of Oxford women are headmistresses of schools, existing or future. The women's colleges at Cambridge are now reaping the advantage of their priority in time, which, among other causes, has given into the hands of their former students the larger share in the organization of girls' education. It would be interesting to ascertain the number of First Classes obtained by women in the typical Triposes of Cambridge, viz., Mathematics, Classical Scholarship, and Natural Science, as compared with the number obtained by women in the Oxford Final Schools of Classics and Modern History. The Cambridge tutors must undoubtedly be finding that their material is already partly formed by teachers who have themselves actually taken the examination which is to be the goal of their pupils' college career. The number of young women who are prepared for Oxford by Oxford women is probably small in comparison. It would be interesting to know if Oxford women, especially those who have taken Honours in the Final Schools of Classics and Modern History, do as a rule enter the profession of secondary teachers. If not, it is for the new system of training of secondary teachers at Oxford to use its opportunity—inducing such women to devote their energies to secondary education. Possibly, when that system has been longer at work, Oxford University tutors may find less to complain of in the previous education of their women-students. I am, Sir, yours, &c.,

October 20.

AN INTERESTED ON-LOOKER.

To the Editor of The Journal of Education.

SIR,—Should the history of literature be taught in schools? This question has been put, and answered by many in the negative. The form of so-called argument was this. To teach history is history, but to teach the history of literature is not literature; therefore, history of literature is a fraud and should not be taught. Now, to put this in correct form: as history must be the history of something, it would run thus:—the history of England is not England, and the history of literature is not literature. But this is not argument, but statement of fact, and no reason for or against teaching either subject. History is the record of all that is known of the globe and its inhabitants; but this covers such a wide field that it is necessary to make many divisions. Of these the history of a nation includes the biography of the literary men it produces, as their literary work reacts on the nation which has produced them. The history of literature is that division of history which treats of the development of the intellectual side of a people. To state whether a man was an orator, a dramatist, a poet, or an essayist, is necessary in order to explain and appreciate the kind of influence exerted by each of them respectively, whether on contemporaries or on those of our own day.

A skeleton outline of the history of a nation, including that of its leading writers, is necessary as a foundation on which to build up the knowledge acquired in studying the social, political, and intellectual development of that nation and its institutions, and also for the full enjoyment of the works of any great writer. If the chronological order of Chaucer, Spenser, Shakespeare, Bacon, Milton, Addison, Wordsworth, Tennyson, Browning, &c., be clearly impressed on the memory, it will certainly be helpful in studying their works. The history of literature assists in the study of literature, much as a map assists

in the study of the history of France, &c. The ignorance constantly shown by English people of modern history and of literature is so dense that the fact that the plays of Shakespeare are constantly on the stage might induce some to believe he was of our own times, while the subject matter of Tennyson's "Idylls" might make some relegate them to the time of Spenser. In the Landslip near Bonchurch, I heard the following remarks from some visitors: "Oh, this seat is called Shakespeare's seat! He sat here to write 'The Lady of the Lake'; you remember we saw his house at Abbotsford." Again, while on a coach driving by Loch Katrine, some one pointed out to a lady "Ellen's Isle." She replied: "I wonder where Ellen is now!" Again, on a recent tour, a gentleman, who amused himself with setting traps, asked me at dinner whether I did not think the words, "Satan finds some mischief still for idle hands to do," came from "Coriolanus"? I told him he had better select "Macbeth." He took the hint, and at once asked a professional man opposite to decide the point as to whether the words came from "Coriolanus" or "Macbeth." He fell into the trap, sagely shook his head, and said he should think "Macbeth." Imagine our feelings.

In German schools I have seen the teaching of the history of literature and of the literature itself combined, so as to give most admirable results. As regards the literature and history (proper) in the sixth form of a girls' high school in England, it is a charming ideal to say that a wide range in each of those subjects should be taken, many authors read, and the large histories studied; but, if girls are taking Greek, Latin, French, English, and advanced mathematics (with sometimes science) for higher University examinations, there is no time in which the student can read with the necessary freshness and interest. I found that the only way to make them acquainted with the larger histories, such as Lecky's, was to read aloud copious extracts. This made them interested in the books, and on leaving school they read them for themselves.

To interest a girl of sixteen (or more) in history and literature, but let her see that her knowledge of it is scanty and fragmentary, is to apply a healthy stimulus. In addition to the large percentage of our girls who have gone in for various degree examinations, there are a very large number who, either in connexion with University extension or private reading circles, read and also write papers on history and literature ("Sartor Resartus" was one lately selected), while many carry on a course of private reading.—Yours, &c., A. A. O'CONNOR.

October 15, 1898.

THE HIGH-SCHOOL HOMES OF DENMARK.

To the Editor of The Journal of Education.

SIR,—As general editor of the Teachers' Guild list of holiday resorts, I should like to make a few remarks on the letter of your correspondent in your October number (page 607) concerning the high-school homes of Denmark.

A comparative examination of the Foreign Section of the list shows that the addresses under "Denmark" (except those at the end of the list) are not entered in the same style as those under other headings, but are rather of the nature of notes for travellers. The complaint brought by your correspondent centres on the high-school home at Holbek, and on that home only, if the letter is carefully read, for she got no internal knowledge of the Kolding home. I have letters by me from ladies who give their experiences of other homes in this list, one in the present year and another recently, in larger centres of population, and they speak of them in terms of very high praise and gratitude to their hosts. The fact is that in the towns which are much frequented there is a higher standard of comfort and company than in the more rural districts. More than that, there is in these larger towns an element of social pleasantness in the homes, which makes them private boarding-houses rather than hotels, and they are more or less filled by teachers. I feel, however, that your correspondent's experiences at Holbek made it desirable that we should bring the Danish list into line with the rest of the book, and my Committee propose therefore, in future issues, to work in, in alphabetical order with the addresses which at present follow the list of high-school homes, such addresses only from among the homes as can be recommended from personal inspection, adding a footnote which will give the names of the other homes as being of similar character, but probably varying in comfort and company according to their locality.—Yours faithfully,

F. EDWARDS,

General Editor of "Holiday Resorts" and Chairman of the Holiday Resorts Committee.

October 7.

To the Editor of The Journal of Education.

SIR,—Miss Halford, in the October *Journal*, says she found the high-school home at Holbek, in the north-west of Zealand, no fit place for a lady to stop at, and so she infers the same may be said of the other twenty-six homes in Denmark. As the experiences of my husband and myself this last summer were (so far as they go) of a different kind, will you allow me to put before your readers a brief account of them?

During the time we were at Esbjerg, from Monday to Wednesday, we stayed at Miss Christensen's high-school home. It is a plain house with large airy rooms and halls, and is contiguous to the new Tinghus, or town-hall. We had a nice bed- and sitting-room combined, with couch, writing-table, &c.; everything was scrupulously clean. Meals were served in a large room, where we met several teachers on holiday who could speak a little English. The food was plain but good, and was served quietly, though partaken of rather hurriedly. Miss Christensen is a timid quiet little lady, very anxious that we should have all we needed; so were her maids. There were several ladies staying in the home at the same time. Many of the young men who had their meals with us did not sleep there; they were all very obliging and helpful in every way. My husband looked on at a performance of Swedish drill given in a large room at the back; it was carried on quietly, without disturbing any one in the house. The two public rooms in front were very comfortable, and well supplied with papers, writing materials, &c. Perhaps one missed the prettiness which flowers give to our tables; still there was nothing to which we could take objection, and we would gladly visit it again.

At Odense we were quite at home; with Miss Jorgensen one could not well be anything else. I shall never forget the after-dinner times in the drawing-room, when about a dozen Danish teachers sang their national songs with heartiest voice. One could not say the piano was in perfect tune, or the voices either; still, it was genuine, and brought one into true sympathy with the Danish spirit. Two gentle young girl teachers I made friends with there, and hope to see them again either here or in Denmark. Our private room was all that could be desired—large, airy, and very clean; beds small (after the Danish fashion) but comfortable. We noticed especially here at meals how carefully each was served with what he or she wished, and felt sure the fault would lie with ourselves if we lacked anything. The home is situated in a quiet part of the town, opposite a church, not far from the railway station. Besides the teachers there for holiday, we met others engaged in business in the town—all highly respectable and well behaved. One gentleman was most kind, coming to the station to see us off to Copenhagen at 4.30 a.m. Only a few ladies dined with us, though there seemed to be others in the home who had their meals served privately. Here again, all papers and books of reference were at our disposal. Though there was little style, still the simplicity and kindness of heart shown on all sides were delightful to see.

The high-school home at Copenhagen occupies a large block in a central but quiet part of the city. Mr. and Mrs. Holm, with their many attendants, made our stay of ten days a most happy one. Here the ease and comfort of home were added to the freedom of an hotel. Meals were served with strict punctuality and ceremony. Flowers were always on the table and in the room. Many ladies were here—some alone and some with their husbands—but one and all seemed happy and like a family circle at meals, where conversation was carried on freely. The kindly custom of shaking hands with the host and hostess, with the words "Mange tak," and the wish of "Vel bekomme!" to our neighbours, made a pleasant finish to each repast. Mr. Holm was unfailing in his kindness. He was our guide over Thorwaldsen's Museum, and a more inspiring one we could not have had. In all our plans he interested himself, giving introductions where they were needed. Most of the teachers were there attending courses of lectures in physics, chemistry, &c. At the time of our visit the home was full; two English ladies most unwillingly had to put up at an hotel opposite. A meeting was held one evening in a large room, when one of the school inspectors gave an address on Slesvig Holstein—he had a most enthusiastic reception. Our private room was again sitting- and bedroom combined. We found the others had equally nice rooms, so that spare time could be passed in writing or reading either there or in the rooms below, till the words "Vær saa god" invited us to the dining-room.

Our experience did not extend to any other home, but, taking the above as specimens, no teacher need wish to be more happily placed for a holiday. One important item in favour of these homes is their wonderful cheapness. The cost of living never exceeded that mentioned in the Teachers' Guild "Holiday Resorts." According to English ideas, the sanitary arrangements were very imperfect in every case; but this deficiency was not confined to the homes, and seems to be a matter for municipal progress rather than private enterprise.—I am yours very sincerely,

Rydal House, Earham Road, Norwich,

October 10, 1898.

E. PEAKE.

EDUCATION BUDGETS.

To the Editor of *The Journal of Education*.

SIR,—In this month's issue of the *Journal* you publish some figures concerning the various amounts spent respectively on preparations for war and on education by certain countries of Europe. The method of stating the sum in francs would seem to imply that the calculations were made abroad.

Assuming that there is some value in such comparisons—which is a matter of doubt, when there really is no common basis—it would be interesting to know exactly what items are included in each case. It is stated that these figures are taken from the Estimates of the various countries. Now, the Army and Navy Estimates for 1898 amounted to very nearly £43,000,000, a sum which may be taken to be approximately equivalent to the 1,000 million francs mentioned in the paragraph referred to. The total vote for the United Kingdom for "Education, Science, and Art" was £11,965,796. Deducting such sums as are devoted to purposes not strictly educational—e.g., the maintenance of the British Museum, National Galleries, &c.—there still remains a sum exceeding 11½ millions for the United Kingdom.

It is probably a mere coincidence that the sum voted in respect of the "annual grants for day scholars in elementary schools" in *England and Wales* amounts to £4,692,115—i.e., roughly, 117,000,000 francs. Since these millions are distinctly stated in the *Journal* to be spent on "schools and colleges," I should be glad if you could give me any clue towards discovering what schools, what colleges—I am, &c.,

A. E. TWENTYMAN.

[Will not Mr. Twentyman—no one is better able—answer his own query? The only clue we can give him is that the Note in question was founded on foreign statistics, and that "colleges" must consequently be taken as intermediate schools.—ED.]

THE AIMS OF MODERN LANGUAGE INSTRUCTION AND THEIR REALIZATION.*

By F. B. KIRKMAN.

THE question before us is: "What should be accomplished in the way of modern languages at the end of the school course?" In other words, what should be the aims of modern language instruction in our secondary schools? I propose in this paper to deal briefly with the aims of modern language instruction, and then to discuss the means of realizing them.

Leaving aside the question of the mental training gained by learning French and German—for the mind is equally well trained, some say better trained, by the study of the classics—it seems to me that the first object of teaching these two modern languages is that they give our pupils the key to that portion of French and German literature which cannot be appreciated in translation—to the books which rank as works of art and in which style and matter are so intimately connected that to translate them is to rob them of their chief value. I think it will be agreed that this is one of the aims of modern language instruction, and I shall not waste your time by insisting further upon it.

There is another reason for teaching French and German, which was forcibly stated some time ago by the present Headmaster of Cheltenham in a presidential address delivered by him to the Modern Language Association. He reminded his hearers that modern language teachers were, in a sense, ambassadors, and that it was their duty to promote, as far as they could by their teaching, feelings of sympathy between the rising generations of each country. How precisely this aim is to be achieved in the class-room I am not prepared to say; but my opinion is that much might be done if we taught our pupils some French and German history written from a French and German point of view. It would serve as a wholesome antidote to French and German history learnt from the English point of view. We might also follow the example set us by the Germans, and endeavour to give our pupils some idea of the contemporary manners and customs of our Continental neighbours and of the countries in which they live. With these subjects as the material of instruction, I believe that a skilful teacher could do a great deal to modify what one may term the uncharitable insularity of the bulk of our English schoolboys—perhaps, I might add, and of our English schoolgirls.

Another reason that is sometimes given for the study of a

modern language in our secondary schools is that it affords, by means of translation, an excellent aid to the study of English. I merely state this reason in order to protest against it. I submit that we do not teach French in order to teach English. If translation from French into English helps our pupils to acquire the latter, and if this is the object of the translation, it is quite clear that it should be taught in the hours allotted to English. In the hours allotted to French let our pupils learn French. They have not, as it is, much time to spare.

There is, however, another valid reason for teaching French and German that is not at present recognized as such by a large number of secondary teachers. It is that we should teach them because they are useful. To be useful they must be taught as living languages—that is, our pupils must learn to speak and write them. By writing I do not mean translation, but free composition, which is a very different thing. In translating, we are trying to express some other person's ideas; in free composition, we have to express our own. I submit, therefore, that we should teach our pupils to express their ideas in French and German, because the power to do so is useful to them. I think no one will dispute the fact that the vast majority of the pupils who quit our secondary schools are *not* able to express themselves correctly in French, let alone German. They are able, for the most part, to read with facility an easy French or German author; they have a fair acquaintance with grammatical rules, which they forget at the earliest convenient opportunity—we cannot blame them—and that is all. What happens, therefore, is this. We send out from our schools a number of boys and girls lacking an accomplishment which would be of practical value to them, and which it was in our power to give them; for that it is possible to teach the spoken language in the class-room has been amply proved both by teachers in England and abroad. The result is that, after leaving school, they have to spend money and valuable time in acquiring what they ought already to be putting to use for their own good and that of their fellows. This seems to me a sufficient reason for teaching French and German in such a fashion as to render them of practical value. I do not mean that it is necessarily our business to teach the terminology of commercial French and German; for, if our pupils have learnt to express themselves correctly in these languages, they would make short work of the commercial vocabulary. Let me add, however, that, if we are justified in teaching shorthand and bookkeeping in secondary schools, we should be equally justified in teaching commercial French.

Thus far I have submitted to you what appear to me to be the three aims of modern language instruction—(1) the *literary* or *aesthetic*; (2) that which I must call the *humanitarian* aim, for lack of a better word; and (3) the *utilitarian* aim. The first two determine what is to be the subject-matter of instruction, and the third requires that French and German should be taught as spoken languages. I have, moreover, a growing conviction that to achieve the literary aim it is necessary to have a knowledge of the spoken language. I imagine that to fully appreciate French poetry, for instance, it is necessary to have an ear tuned to the music of spoken French; and, for those who, when they read, articulate unconsciously the words of the poet, it is necessary to speak with a correct intonation. I have not, however, thought the matter out, and shall not press the point.

Before finally answering the question with which we started: "What should be accomplished in the way of modern languages at the end of the school course?" let me point out, that, even if the utilitarian aim of modern language instruction is not accepted, there still remains an imperative reason for teaching French and German as spoken languages. Many of you, no doubt, have read Miss Brebner's little book, entitled "*The Method of Teaching Modern Languages in Germany*." It shows very clearly what enormous progress German teachers have made in the matter of modern language instruction during the past few years. Now, the chief principle that underlies what are called the *new methods* is that French and German should, from the start, be taught as spoken languages, and that they cannot be taught in any other way, either so quickly or so effectively. This the Germans have proved, to their own satisfaction, and to the satisfaction of those English teachers who have taken the trouble to investigate their methods. The chief reason why the new methods are the best is that they give far greater opportunities for constant repetition than does the

* Paper read to the Conference of Headmistresses and University Teachers at Oxford, October 8, 1898.

translation method; and, at the start, a language can only be learnt by imitation and constant repetition. Therefore, even if it is not admitted that French and German should be taught as spoken languages because of their utility as such, it must, I think, be admitted that they should be so taught because it is the best way to teach them—the best way to give our pupils the power not only to speak and write, but also to read them.

To return to the question with which we started: "What should be accomplished in the way of modern languages at the end of the school course?" I should conclude from what precedes that a pupil, on leaving a secondary school, should have some knowledge of the French and German literature, and (what is far more important) that he should have acquired a desire to continue to read foreign masterpieces. To literature I would add history, some geography, and a knowledge of the manners and customs of our neighbours. Further, I should expect our pupils to answer in French and German questions set them in French and German on the above subjects. The experience of the Germans, and my own experience, convinces me that it is quite possible for an average boy, even after one term's work, to answer in French a paper set in French. If any one is curious to see the results of such a paper, it will be found in the *Modern Language Quarterly*, No. 2. The answer I have given to the question set us is, I fear, very vague and unsatisfactory; but, at the present moment, it is not possible to be more definite. We cannot say what precisely *should* be accomplished until we know what *can* be accomplished. I have submitted to your approval an ideal, and it is encouraging to know that the Germans are on the way to realizing this ideal. If we consider it worth realizing, it seems to me that we have no excuse for not following in their tracks. We certainly shall not be justified in assuming that it is impossible till we have tried and failed.

This brings me to the second question: "What have we first to do in order to render its realization a possibility?" With the answer to this I must deal very briefly. It seems to me quite clear that we cannot hope to introduce into our secondary schools, with any real chance of success, the *new methods* upon which the realization of our aim depends until we have made up our minds to make certain preliminary reforms which the Germans are already on a fair way to achieve. In what follows I shall have to refer constantly to what the Germans have done, and I need make no apology for so doing, because at present we lack the experience that they have gained. In the first place, therefore, before we can introduce better methods into our schools with any chance of ultimate success, we shall have to make adequate provision for the training of modern language teachers.

Turning to the Prussian regulations, we read that: "The most difficult part of the teaching of a modern language in schools falls in the first year; what is neglected then can hardly ever be made good." Now, our practice in England—at least, in our schools for boys—is to place beginners in the hands of teachers who plant in the minds of their pupils a notion of French and German that no subsequent good teaching can completely eradicate. New methods could not be used by these teachers, because they lack the necessary qualifications. Let us see what, according to the Prussian regulations, the qualifications ought to be. We read: "To obtain complete teaching qualifications, a thorough knowledge of the current language, *sure* mastery of it, for use in *writing* and *speaking*, and a *certain* amount of personal acquaintance with its literature, are of paramount importance. Success in modern language teaching depends upon strict adherence to these requirements, which practically secure it; whereas success in teaching would be seriously impaired if the *evidence of knowledge concerning the historical development of the language* should be in any way accepted as an equivalent for the mastery of the current language." In short, this means that the person who intends to become a modern language teacher must have, first of all, a thorough knowledge of the spoken language. This is also recognized in the University of Paris, where French candidates for the highest degree in English, the *agrégation d'Anglais*, are required to deliver in English a long discourse on a literary subject, with only a few notes to help them. To deliver a speech in a foreign language is the severest test to which one's linguistic knowledge can be put. One has not the time to pick and choose the words, to collect one's thoughts, or correct slips of the tongue. The words must be there, the thoughts must be there, and the

power to express them clearly and without hesitation. Such is the chief test imposed by the University of Paris upon those who desire to become modern language teachers in the great secondary schools.

Now, it is true that many of our English teachers have resided abroad; but mere residence abroad is no guarantee of a person's knowledge of the language. A few, again, get foreign degrees; but foreign degrees were not made for the convenience of English teachers. What we want in England is a test of our own, not only for women, but for men also, which will satisfy headmasters and headmistresses that those who apply for posts in their schools have an adequate knowledge of German and French for teaching purposes—that is, in the first place, a *sure* knowledge of the spoken language. Knowing what can be exacted from University students abroad, there seems to me no reason why we should not require our own students to answer in the foreign language questions set in the foreign language on the subjects, literary or other, that they had studied. Further, we want our teachers to start work, not only with a competent knowledge of *what* they are going to teach, but with clear ideas as to *how* they are going to teach. I take it that this is the first reform we have to effect, if we wish modern language instruction in our schools to produce the results we have a right to expect.

In the second place, to quote once more from Miss Brebner's book: "In England . . . our elaborate, and often irrational, (school) examination system materially interferes with the practical realization of the views of enlightened reformers." This opinion, I may add, is not held by Miss Brebner alone. At the present moment, however, we are not prepared for any radical change in our leaving-school modern language examinations; but it would, I am sure, be possible to introduce into these examinations *optional* French and German papers, in addition to the papers now set, with the express object of encouraging reform in modern language teaching. These optional papers would serve not only as a test of the candidate's knowledge, but also as a stimulus to those teachers who are now doing their best, in spite of great difficulties, to seek improved methods of teaching French and German. The papers would set before them some definite ideal to be achieved, and I am sure that any such measure would meet with grateful recognition. In Germany I see that in the leaving-school examinations at the *Realgymnasien* and at the *Oberrealschulen* an *essay in the foreign language* is already exacted. Therefore, if we consider it worth our while to make the partial reform I have just advocated, we have no excuse for delaying it on the plea that it is not practicable.

Let me once more repeat that, if we desire to adopt, in one form or another, methods which have given far better results than those now in general use, we must, in the first place, make adequate provision for the training of our modern language teachers—provision as complete as that made for the training of classical teachers; and, in the second place, we must make our leaving-school examinations serve as a stimulus to the work of reform. In conclusion, let me submit to your approval a practical proposal: it is that an effort should be made to get together a joint committee representing the headmistresses, the headmasters, the University teachers, and the Modern Language Association, and that this committee should be asked to discuss fully the whole question of University examinations and leaving-school examinations in relation to modern languages.

AMERICAN WOMEN.—SOME RESULTS OF THEIR EDUCATION.

WHATEVER are the failings of the American woman, if it may be permitted to hint that she has any at all, even a Spaniard could not deny that she is interesting. If it is your pleasant fate to be near her at a social function or gathering of any kind, you become conscious that there is a personality beside you, and that its owner is keenly alive to what is going on—her mind is occupied in reviewing and comparing what is passing.

Mrs. Rosseter Willard, widow of the late Miss Frances Willard's only brother Oliver, possesses to the full this quality of the American woman's interestingness. Before she left England for Boston I had the pleasure of a long talk with her, which

seemed to me to bring out the differences between the English and the American woman. Mrs. Willard is emphatically a business woman, though in the early part of her career she was a teacher in a State school; so I began by asking her if the American woman does not take a better position in business than her English sister.

"Yes," was the immediate answer. "The difference between them is very great, and I think I see the reason. Women are relatively not so numerous in America as here; though it seems a small thing, the fact that you have nearly a million women in excess of the men depresses the position of the former."

"But, in some parts of America, woman is 'the predominant partner.'"

"Well, in Massachusetts they are in a majority. And the savings-bank reports show larger deposits in that State, and the mortgage and farm indebtedness is smaller per head than in any other."

"H'm. But is there any connexion between these facts and the predominance of womankind?"

"I am pretty sure there is; but I don't propose going into it just now. Another reason why our women are able to take a better position than yours is that competition is not so keen between men and men in America. I dare say we could find several places where it is keener; but, take life all round, the country is not so full, there are more openings, and, since there is more room for men, there is more room for women."

"Well, we will concede that, especially as it does not wound English *amour propre*. And the next article?"

"The next article is that your average woman is not so well educated as ours. Our average woman travels more and sees more. It is rather expected that she should look round and reflect a little; and she answers the expectation. Our public-school system, the corner-stone of the Republic, is better than yours and more complete. It is intended to make good and capable men and women; and we think it makes them, and gives them a good business start."

"Perhaps you are too keen on the business tack."

"It might be so. But I am speaking from a business woman's point of view, and trying to explain why your women don't take such a good position as ours."

"Do you attribute any of your superiority to your system of mixed schools? I note that a woman may be the head of a mixed school in the States. Such a thing is very exceptional in England, and I do believe the male youth of nine-tenths of our villages would rise in rebellion if women were placed at the head of the schools."

"Dear me!" said Mrs. Willard, in compassionate tones. "But it just shows the place women have in this country. A woman in my country quite naturally takes such a position, and even the big boys—why, I might say especially the big boys—mind her. You see, our system of mixed schools leads up to this. It is very jealously guarded by our people, and we find it works admirably. Each State has a large sum of money and much land as the Public School Fund. Our teachers are efficient, well paid, and invariably well thought of. The facilities for both sexes are greater than in England. Boys and girls learn from each other, learn to be friends and comrades, learn the lesson of equality. In Boston, a city of 600,000 people, we have 607 primary and secondary schools, many of them most handsome buildings, all of them free. In America we show patriotism, the civic spirit, by building splendid schools. All our people delight to honour education and to promote it."

"Our Board Schools are a little like glorified barns. Whenever a bad social feature is under discussion in England, say Hooliganism or the incapacity of domestic servants, most of the people I come across attribute it to too much education, and they are not joking either."

At this we both laughed, and Mrs. Willard said: "Some people's notions of cause and effect are so curious. Now, my next reason should, perhaps, count as part of such an education as our girls have. I put it separately, because it strikes you so very much. I mean the self-reliance of the American woman. She can stand alone, travel alone, take a piece of work in hand and carry it to the conclusion. I think our women learned this lesson of self-reliance as pioneer emigrants, and have never forgotten it. When their husbands and brothers fought in the wars at the time of the early settlements, the women had often to fend for themselves. They were not sheltered and treated as hothouse plants, as we find some

women of an older civilization. Our people went forth to found a Church without a bishop, a State without a king, and the women helped found them," said the American woman, with an air of resolute determination that made one think she could almost have done these things herself, unaided. "Our women are nervous and, perhaps, excitable; but they have courage and indomitable perseverance."

"There are a great many callings open to women in the United States, are there not?"

"Yes, they are open because many were never closed. Why, not long ago a woman, Victoria Woodhull Martin, was nominated to be President, though, as a rule, our women don't go in for politics."

"We thought it was a joke," said I.

"It's a useful joke to remind the world that *la carrière ouverte aux talents* applies to women as well as to men. You ask what is open to women. In point of fact, nearly everything. Some practise law. We have women in the ministry. Look at Dr. Anna Shaw and the Rev. Florence Kollock as examples. Women dentists are quite common; women are on the jury; we have two thousand women doctors; women are bank clerks, life insurance agents; they own and manage farms, Texas ranches, California fruit farms; you see them in railway offices as stenographers and in telegraph offices, in the Treasury Department at Washington—indeed, in all Government Departments, from the Government Printing Office to the Interior Department (Home Office); women are postmistresses, journalists, take charge of railway stations."

"I should have thought a station-master's post was not very suitable for a woman."

"Yet in backward Continental countries women frequently take charge of a railway station. You English have so many theories as to what is suitable or unsuitable for women. They cripple you. Personally, I know a woman in charge of a railway station. Her husband did not give satisfaction, so the authorities gave her the job. She was a good telegraph operator, too, and that helped."

"Don't you think the Englishwoman's lack of enterprise explains why she is out of so many things?"

"No, I think your women have enterprise; but their efforts to do anything are received with great coldness, especially on the part of the men. Now take that case of the young woman who wanted to report for a woman's paper in the gallery of the House of Commons. They tell me that every man of the sixty reporters stared as if the roof would fall, and some were quite furious. There *was* a cackling in the poultry yard."

"There often is," said I, sententiously.

"All I can say is that in America women do whatever they want. Why shouldn't they? They were born with a sense of freedom just as men are, and men don't oppose them."

"But don't you see that poor old Europe has not the same point of view? Here a man says: 'Why should I not oppose? This feminine creature wants some of my perquisites, and I'll peck her for being unwomanly.' Is it true that an American woman will raise money to carry on her education?"

"Quite true. I have seen it done in this way. A girl has her life insured, raises money on the assurance policy, and comes to Europe on the proceeds. She will come to England or go to the Continent to complete her education in art, medicine, languages, and so forth. Then she comes home and pays off the money by her work. Of course some come to Europe on scholarships, and others just borrow money outright at interest."

"I imagine that work is far more respected in America than in England?"

"I am sure of it, and so is the worker. Here work is looked down upon, and one who must work is made to feel it in a hundred ways."

"Have you personally felt here that idleness is more honourable than work?"

"Of course I have, in dozens of trifling ways. You are hiring rooms, and mention that you leave at 8.30 a.m. for business. The change on the landlady's face is worth studying. You sink to nowhere, and she will give you a room not so good as to some one who doesn't work, even if you pay the same money. In social intercourse, you are made to feel that you are an inferior; and, in business relationships, people entering an office where a woman is in charge seem to think any sort of manners, or none, good enough. In fact, you belong to another and a lower social grade than they do."

"I did not think we are quite so bad as you make out—at least, nowadays."

"I thought everybody knew you are just like that. In the servants' hall of the aristocratic houses there is a hierarchy among the servants: a duchess's maid takes precedence of a countess's, and all that. I know a titled lady who gave her tenantry a party. Among the gardeners, those who looked after conservatories took precedence of those who did not."

There came a pleasant smile on Mrs. Willard's face, and I begged her to proceed. "I recollect a dinner party given in honour of an American lady whom you know well. She was the guest of the evening, and, after rising from table, this lady, her hostess standing on one side, began to walk out first. After two steps, an awful chilliness in the atmosphere struck her, and she suddenly recognized that a terrible mistake had been committed. She hastily drew back to her hostess's side, and allowed a titled lady to *prendre le pas*. She saw by the relaxed expression that stole over horrified faces how narrow had been the escape."

"You would not think that the American woman is a trifle self-assertive, of course not?"

"I think you good people on this side don't know the difference between self-assertiveness and the ease that a sense of absolute equality gives to our manners. There is a deal of cringing, or, let me say, something justificatory, in certain women's manners on this side, as if they had to apologize for being there. Not seeing that quality in us, you call the lack of it self-assertion, and I dare say that is just how it strikes you."

"Well, Bishop Spalding says the American woman lacks repose, serenity, self-restraint; and, with us, what a bishop says is always true."

"It is true, I think, that we are restless and impulsive, like the French; not calm and cool, like the English. That is because we are of mixed blood, and it is just as true of American men as of women; it is a racial difference. That is why we are active, alert, progressive."

"Do American women change their occupations as much as men?"

"I think so. I, for instance, have been teacher in a country school, postmistress, journalist, proprietor and manager of a newspaper. And now I am just going back after a year on the Continent and eighteen months in England. And I am very glad to return to my own country, where a woman is treated with respect, even if she must work."

"But, before you go, I must tell you that there is an impression here, and I believe Paul Bourget strengthened it, that America has hardly any home life, and the blame for this must be laid at woman's door."

"Hardly any home life! Why, it is just because of our *incomparable* home life that our women are what they are. We have ten million Germans in our population; where will you find a more home-loving people? The secret of our equality lies in the home, where woman is the equal and comrade of both husband and children. It is in the home the American woman develops and exercises her abilities, plans and organizes; her culture and love of her family permeate it from first to last. We are a nation of homes. Our men are the most chivalrous on earth. Do you suppose they would be if the women were not home-loving? American women do not enjoy the love, loyalty, respect, and admiration of the men for nothing. And, in respect of the convenience and comfort of the American home, I can assure you you have nothing like it on this side the Atlantic at all."

C. S. BRENNER.

COLONIAL AND FOREIGN NOTES.

INDIA.

As we are going to press the following outline of a scheme for an Institute of Research in India reaches us from the Hon. Sec. of the Provisional Committee. We hasten to give it publicity, merely adding that the movement has the personal sympathy and approval of the Governor of Bombay (who is also Chancellor of the University) and that one generous supporter, Mr. J. N. Tata, has already offered an endowment of nearly £10,000 a year. We hope to be able to give further details next month.

"It is proposed to found an institution which shall be, or correspond to, a teaching University for India, its primary aim being to teach and not to examine. The diplomas, therefore, will be conferred on those who have completed a certain course of higher education. This work of higher instruction will be conducted on the principles followed now in Europe, *e.g.*, in the German *Seminaria*, the French *Conférences*, and the English and American research classes. These courses will be the beginning of a purely specialist training. In order not to interfere with the existing agencies, the new institution will take up teaching where the colleges of the existing Universities leave off—the new courses will be post-graduate. New specialist courses, which are post-graduate, will naturally be professional and technical rather than simply liberal. A School of Sanitary Science and Practice for qualified medical men, a School of Pedagogics for those intending to be higher secondary teachers (inspectors, headmasters, &c.), and a School for Higher Technical Studies are some of the obvious directions of development. It is not proposed to take all these up at once; the order in which they may be proceeded with will be best arranged by a Committee. It is not intended to cut off post-graduate students from education in Europe; it is contemplated to select the best for further training in Europe or America with a view to their future return to this country. It will be necessary to make ample provision for scholarships and Fellowships both for the students in the institution and for those who proceed from it to Europe or America.

"The development of a scheme so complex must entail a vast capital and annual expenditure. The construction of libraries, laboratories, and museums, the invitation to specialists to teach and prosecute research—all this must require large sums of money. To secure the necessary financial support by making a general appeal for funds, and to take the preliminary steps in connexion with the scheme, and to obtain a short legislative enactment enabling the Institute to hold property"—a provisional local Committee is being formed.

It is the period of the Quinquennial Reports. Details—and those at second hand—have at present reached us from Madras and Burma only. The Governmental comment upon the Madras statistics is that "in general it may be said that the growth of education is keeping well ahead of the growth of population, and that the whole system is at once more popular, more concentrated, and more efficient." A large part of both reports is devoted to matters of organization and educational policy, of which we, in this land of a common race and common interests, can have little or no understanding. Of the few matters of general interest, we note the following: In Madras, during the years 1892-97 the number of educational institutions has risen from 23,000 to nearly 27,000, and of pupils from 694,000 to nearly 823,000, while the proportion of scholars to population of school age has risen from 13 to 15.4 per cent. There has also been an increase of 32 per cent. in the number of certificated teachers. The Director draws attention to the work done by the inspecting schoolmasters, whose chief work is to tour among out-of-the-way villages, start schools where none exist, and bring unaided schools into the aided ranks. During the year 1896-7, over 2,500 new schools were started, and over 2,600 unaided schools were brought to conform to the grant-in-aid code. As, however, only 157 (out of 255) of these men are trained, and only 16 have passed the F.A. Examination, their qualifications cannot be very high. In spite of these efforts, 90 per cent. of the villages with a population of less than two hundred, and about 50 per cent. of those with more than two hundred, are without schools. It will be a surprise to many to learn that "payment by results," though discredited at home, is still thought good enough for our children overseas. In our ignorance of the conditions, we hesitate to speak of this as a scandal; but the following utterance of the *Indian Journal of Education* would almost justify the expression:—

"With regard to *Primary Education*, we fear that a very serious risk is being overlooked—namely, the danger of overwork and over-examination of young children, in order to win results grants for their teachers. We fail to see the wisdom of public examinations for the unfortunate children of the Infant, First, Second, and Third Standards, and we fear that the educational authorities are undertaking a very serious responsibility in allowing bright little lads to be worked up for public examinations in the mercenary interest of their schools. We trust that this very risky system, which has done an enormous amount of mischief in a quiet way in Europe, by permanently injuring the mental powers of promising lads, will do less harm in India; but we should not be at all surprised to learn that over-examination in early youth is largely responsible for that want of mental elasticity which is so often complained of in Indian students of more advanced years. We would go so far as to say that we would gladly see a rule introduced prohibiting children under fifteen years of age from going in for any public examination, and making the reputation and income of schools depend on frequent and surprise inspections rather than the painfully earned percentages of unfortunate little children. The whole system, too, is discredited by the want of uniformity in the examination standards adopted by the thirty different Boards engaged in this dismal business."

Female education in Madras shows a slow, but steady, improvement. Nearly 117,000 girls (34,000 in primary schools) are now being educated,

and during the last five years 277 have matriculated, including four Brahmins, one Mohammedan, and six Parsees.

We note further that liberal grants are awarded for the education of the blind, deaf, and dumb; that the kindergarten system is being gradually introduced; that the importance of manual training is recognized; that technical education is making steady progress. The last statement, however, would seem to be somewhat discounted by the fact that, of the 22 districts of the Madras Presidency, no fewer than 7 are without technical or industrial schools of any kind. Of the remaining 14 districts, 9 have got technical schools, but in no case do they teach any of the local industries, no matter how many there may be in the district. The remaining 5 districts teach one local industry each.

Burma issues a Quinquennial Report for the first time—an eloquent fact in itself. During the last five years her public institutions have risen from 4,672 to 5,235 (pupils from 132,000 to 150,000); private from 9,699 to 10,585 (pupils from 95,600 to 106,000). There are thus twice as many private schools as public in the country, though the average size of the latter is three times that of the former. It is perhaps impossible that in a new country, or even in an old one, a reorganization of education should at once close all unnecessary schools. They are sure, however—in Burma as elsewhere—to die off gradually; and in the meantime the Burmese Education Department seems alive to the necessity of a tight rein.

A few of the Director's remarks are worth quoting. In speaking of the training of teachers, which has been energetically carried on, he says: "We see the result in better teaching, better discipline, better handling and management of classes, and better results." Better discipline must, indeed, be a welcome change, if another of his statements is to be taken literally and does not merely apply to exceptional cases. After speaking of the "babel of voices" and "discordant noise" of the vernacular lesson, he adds: "It is in attention to details that the average schoolmaster is wanting. Pupils leave school without permission, parents call their children out of school without thinking of asking the master, boys copy from one another—and all this calls forth no remonstrance."

Here is a reference to another poisonous plant, which, fortunately, could never flourish in Western soil. The ordinary private schoolmaster "is not infrequently a man who is unable to earn his livelihood in any other way. He opens a school, and is always sure of a certain amount of support, no matter how incompetent he may be." Burma has not escaped the pupil-teacher system either; but there are carefully drawn regulations to prevent abuses, and the Director reminds Deputy-Inspectors that the closest supervision is necessary. Of University education, it is perhaps enough to say that one professor teaches Latin and English, another logic and mathematics; and that there are seventy-seven students—in two colleges. Schools for girls—and pupils—have more than doubled in the five years. The schools now number more than 3,000, the pupils about 32,500. One student has even taken her University degree. No wonder the writer of the abstract to which we are indebted for these details bewails the prospect of an "un-Kiplingized" Burma! Kindergartens and Sloyd carpentry schools are being rapidly introduced, but in the home of, perhaps, the finest wood-carving in the East, there is but one industrial school—even that is not maintained by the Government—and no school of art.

GERMANY.

Dr. Schlee, the Direktor of the Reformschule at Altona, has lately published some statistical tables relating to the *Abiturienten* of the higher secondary schools in Prussia. These tables embrace a period of thirty years, and the curves which illustrate his article speak even more plainly than the figures. The first table shows how great the attraction of the *Gymnasium* still is. Out of 5,434 pupils who obtained the leaving certificate, 4,487 came from *Gymnasien*, 783 from *Realgymnasien*, and 164 from *Oberrealschulen*. In 1867 the total number was 2,061; accordingly this period of thirty years has seen an increase of 140 per cent., whereas the population has only increased at the rate of 33 per cent. It is needless to say that the war of 1870 caused the curve to shoot rapidly upwards, and in the following year to sink far below its former level; since 1871, however, the curve sinks but on three occasions, the last being in 1889, the year before the famous December Conference. Naturally, by far the greater number proceed to the University. The steady rise in the number of undergraduates produced overcrowding of the "learned professions," and in 1882 a reaction set in, which lasted for the next eight years. It is noticeable that just at this time the curve representing the technical schools (building, construction, and mining) begins to rise. Dr. Schlee points out that this rise and fall is to be found in all the curves, and the chief object of his paper is to show how timely advice and warning from influential quarters might help to mitigate the evil. At present the warning comes about five years too late, and the undesirable results produced by the free operation of the law of supply and demand could receive no better illustration than the eccentric curves of Table III., showing the distribution among the various faculties of the University.

The numbers in the Philosophical Faculty (in which intending teachers are inscribed) rose from 313 in 1871 to 931 in 1879. This was

a period of rapid growth in the number of schools; during the years 1867–1879, no less than 89 *Gymnasien*, 10 *Progymsien*, 24 *Realgymnasien*, and 50 *Realschulen* were founded. The large demand created by these new foundations was just about met when the provision for future supply was greatest; that is, some five years later (1884), the number of those who passed the *Lehrantsprüfung* reached its highest point; five years after the deficiency had been covered. The consequence was an excess of candidates—long years of waiting and a continual decrease in the annual number of new candidates (from 628 in 1884 to 160 in 1895). The teachers of mathematics and science appear to have felt the crisis most severely—the number of candidates fell from 121 in 1888 to 17 in 1893—and now it seems another period of defective supply has set in and must continue for another five years.

The following statistical tables will perhaps prove of interest. The first table shows the number of schools in Prussia (E), and in certain provinces of the kingdom, viz., East Prussia, Berlin, Hanover, and the Rhine Province:—

	E.	E.P.	B.	H.	R.P.	No. of Pupils.
<i>Gymnasien</i>	276	15	16	24	35	78,011
<i>Progymsien</i>	49	1	0	3	17	5,326
<i>Realgymnasien</i>	83	5	8	12	10	23,719
<i>Realprogymsien</i>	64	2	0	8	6	6,061
<i>Oberrealschulen</i>	26	0	2	1	10	11,157
<i>Realschulen</i>	78	1	12	8	11	20,665
Total	576	24	38	56	89	144,939

Taking the population of Germany to be roughly 31,850,000, there would be 45·5 pupils for every 10,000 persons. The following tables, however, give the proportion for every 10,000 males:—

	E.	E.P.	B.	H.	R.P.
Schools	·37	·25	·48	·46	·35
<i>Gymnasial</i> -pupils	53·27	46·24	99·28	47·0	55·9
<i>Realschul</i> -pupils	39·38	18·05	132·34	47·6	43·8
Latin-learning	72·3	61·3	153·8	75·8	71·3
Non-Latin-learning	20·3	2·9	78·5	18·7	27·0

The large numbers entered under Berlin are due to the fact that they have reference to a town population only. All other figures have reference to country districts as well.

The following table is intended to show to what extent "leakage" exists in the three types of schools. With nine classes, the absolute numbers are given first, as they will show the numerical superiority of the *Gymnasien*, and then the same results are given below in percentages:—

	E.	E.P.	B.	H.	R.P.
<i>Gymnasien</i>	17,016	862	1,640	1,359	2,551
<i>Realgymnasien</i>	3,449	136	606	457	432
<i>Oberrealschulen</i>	992	—	187	52	283
Total	21,457	998	2,433	1,868	3,266
<i>Gymnasien</i>	21·8	20·9	20·4	25·2	22·2
<i>Realgymnasien</i>	14·5	10·5	13·2	15·7	12·7
<i>Oberrealschulen</i>	8·8	—	16·1	5·8	7·3
Total	19·0	18·6	16·5	20·9	17·3

The following table gives the number of teachers engaged at each class of school. Of the total number 932 are elementary teachers; the rest University-trained men, though not necessarily graduates.

	E.	E.P.	B.	H.	R.P.
<i>Gymnasien</i>	4,687	221	426	325	745
<i>Realgymnasien</i>	1,579	71	209	186	221
<i>Oberrealschulen</i>	541	—	52	21	193
<i>Realschulen</i>	887	8	208	72	144

In this table the *Progymsien* have been included with the *Gymnasien* and the *Realprogymsien* with the *Realgymnasien*. With regard to the age of the *Abiturienten*, it is a noteworthy fact that, while some 10 were under seventeen, no less than 1,111 (out of a total of 5,434) were over twenty-one years of age. The students at the nine Prussian Universities numbered 14,312. Berlin claimed 5,278 of these; and Kiel, with 546 students, was the smallest. There were 843 professors and 445 *Privat-docenten*. At the three technical schools of academic standing there were 3,061 students and 501 teachers.

Elementary teachers in Berlin have been considering what reforms they ought to urge upon the new Prussian Parliament. Their programme includes the following items:—Abolition of the private patronage of the country squire in the appointment of teachers; admission of teachers to administrative bodies; introduction of the obligatory continuation school; education of intending teachers at a secondary school; professional inspection and control; development of the elementary school as the national universal primary school (no denominational schools, no preparatory schools).

Berlin, in common with other German towns, possesses no popularly elected School Board for the purpose of administering its elementary schools. This work is done by a Committee of the Town Council, with some additional co-opted members. It was lately proposed to nominate one of the best known Socialist leaders to serve on this Committee.

Such a proposal filled the Central Authority with horror, and moved the Minister to issue the following circular:—"Recent events compel me to draw the attention of the provincial Governments to the fact that persons who are members of the Social Democratic party, or are actively engaged in its support, can neither serve on a town School Committee nor act as school managers. The duties which such School Committees and school managers have to perform are due to devolution on them of certain functions of the Central Authority, and extend not merely to external matters, but also to the internal management of the schools. School Committees, in particular, besides the administration of the town schools, are entrusted with considerable State rights of inspection of the schools and teachers in their districts. This assumes that the individual members of such Committees are capable and willing to work for the realization of the aims of the Prussian primary school. They have, therefore, in compliance with the duties of their office, to take conscientious care that the boys and girls not only acquire the general knowledge and skill necessary for their life as citizens, but also are brought up to be God-fearing, moral, and patriotic men and women. The outspoken aim of the Social Democratic party is the abolition of the existing order of things in State and society. The natural and inevitable consequence of this is that members of this party cannot be entrusted by the State with the performance of any functions of the Central Authority. The propositions contained in their programmes are diametrically opposed to the aims of the primary school. It is clear, therefore, that such persons lack the qualifications necessary for a furtherance of these aims, and on this account cannot be admitted as members of a School Committee or to the position of school managers. It is therefore the duty of provincial Governments, should such cases arise, to refuse to confirm such selection, and to give the same instructions to subordinate authorities and officials who take part in such confirmation or independently exercise this right."

Two Conferences held during the past month have been significant by reason of semi-official utterances made during the course of their proceedings. At the meeting of the Association for the promotion of Manual Training a representative of the Prussian Kultusministerium congratulated the Association on their achievement in having evolved a satisfactory course of duly graduated exercises, and said that the results thus attained were such as the Department could approve. But there was no hint of the inclusion of manual training in the normal curriculum of any type of school; but rather the suggestion that further "serious experiments" should be made to determine how far it might be brought to subserve the purposes of the school and education. The work of the Association has been carried on in workshops, which are partly independent institutions, partly connected with certain schools. This state of things is presumably to continue, since it was stated that "the State was grateful for the activity displayed by the Association, regarding it as a most effective complement to the work of public authorities."

A week later General Rab Simon, speaking in the name of the Minister of Commerce, asserted that the compulsory continuation school had been recognized by his chief as the proper form of continuative education. But the peculiar economic development of Prussia had hitherto prevented its establishment. As this "economic development" has now presented Dr. Miguel, the Minister of Finance, with a large surplus, perhaps the yearly appeals of Herr von Schenkendorf on behalf of the continuation schools will not remain unanswered in the budget of next session.

UNIVERSITIES AND SCHOOLS.

OXFORD.

The principal event of the term, which began a fortnight ago, is the accession of a new Vice-Chancellor, in the person of Sir William Anson, the Warden of All Souls. Besides his great distinction in his own particular study of law, the Warden is well known in Oxford as an excellent speaker, a valued member of the Hebdomadal Council, and a man thoroughly experienced in University business; while, in regard to the laborious and difficult duties imposed by the *ex officio* chairmanship of all University delegacies and committees, those who know him best are confident that he will maintain the very high standard set by his predecessor, Dr. Magrath. To the retiring Vice-Chancellor the University owes a great debt of gratitude for the unwearied zeal, ability, and success with which he discharged the duties of his office; and all Oxford men will hope that his health, which seemed at one time seriously affected by the strain, will now have a good chance of being thoroughly restored by rest.

There has been this autumn an unusual windfall, in the shape of no less than ten vacant Fellowships to be filled up; which quite reminds the older residents of bygone ages, when every first-class man had a real chance of being elected Fellow. The Commission of 1880 coincided with the beginning of the long agricultural depression; and what with the poverty of the colleges, the suppression of Fellowships for University purposes, and the election of outsiders to college tutorships under the new system, many a brilliant degree had to leave

Oxford unrewarded. The golden days will not return; but meanwhile even a brief shower is welcome in the drought.

The appointment of Mr. Ray Lankester, Linacre Professor of Comparative Anatomy, to the headship of the South Kensington Museum will remove from Oxford one of the most distinguished of our science professors. He was only appointed to the professorship in 1891; but in that comparatively short time his great energy and scientific genius have made a real mark, and much stimulated the study of biology in the University.

The report of the Association for the Education of Women for the past year has just appeared, and contains a very satisfactory record of successful work. There are over two hundred students; and, of those who completed their course last June, no less than nine obtained first classes in the final examinations. Eight of these were won in the University Honour Schools, namely, two in *Literæ Humaniores*, two in Modern History, and four in the School of English Language and Literature; while the ninth was obtained in the Honour Examination in Modern Languages, which is open to women only. The total number of those who achieved Honours during the year is no less than forty-six.

The annual prizes open to students were awarded as follows:—the Margaret Evans Prize for Modern History to Miss Rose Sidgwick, home student; Mr. Russell's Mathematical Prize to Miss Stewart, Somerville College; and Miss E. Phillips, of Somerville College, was elected to the Research Fellowship at Newnham College, Cambridge.

The same report gives an account of the Conference recently held at Oxford between the headmistresses of girls' schools and the University teachers of women students. A full account of this Conference appears elsewhere in the *Journal*, and need not be repeated here; but it may be added that the Conference was generally felt to have been very successful, an impression which was amply confirmed by many letters since received from headmistresses who attended it. We are glad to learn from the report that a hope was generally expressed that some permanent arrangement should be made for periodical communication between the headmistresses and the University teachers of students.

Another very successful holiday course was held last August by Miss Cooper and Mr. Keatinge (the teachers appointed by the Delegacy under the Training Statute) for schoolmasters and mistresses who are candidates for the Diploma in Education. A very pleasing and playfully written account of this course, contributed by one of the students, appears in the *Oxford Magazine* for October 19. The increasing success which has attended both these courses and the regular training courses during term must be very gratifying to the teachers who have arranged and conducted them, and to the Delegacy who are responsible for the organization of them. It is important, also, in another point of view. The Training Statute was originally passed for three years only, as everybody recognized that it was a new experiment that was being tried. This precaution was undoubtedly wise; but now it may reasonably be hoped that when the statute next year comes up for re-enactment the University will be satisfied that the experiment has been successful.

CAMBRIDGE.

The Long Vacation was marked by three important conferences. The first, on the University Extension Scheme, has already been dealt with in the *Journal*. Its importance and its probable effects are duly pointed out in the annual report of the Syndicate which has just been published, and a clear indication is given that in some way or other, whether by the revival of the rejected proposal in favour of a diploma for external students, or by some measure less open to conservative objection, a closer relation between the University and its step-children must be sought for.

The International Congresses of Zoology and of Physiology, held at the end of August, brought together a brilliant assemblage of foreign men of science. The borough vied with the University and the colleges in offering the visitors a hospitable reception. The discussions were at once lively and learned, and the papers read will furnish material to the scientific journals for months to come.

One outcome of the visit of so many inquiring strangers will be of permanent advantage. Mr. J. W. Clark, Registrary, zoologist, antiquary, and dramatic critic, has published a "Concise Guide to the Town and University," which is probably the best local guide in existence. Much that it contains will be new even to old residents, and no visitor who desires to make the best of his time in Cambridge can afford to dispense with it.

Our reassembling after the vacation is often saddened by the consciousness that death holds no holidays, and that in our absence he has swept off one or another of our friends and colleagues. This year we have to deplore the untimely loss of Dr. John Hopkinson, Senior Wrangler in 1871, and formerly Fellow of Trinity, who, with his two daughters, and a son who should have been a freshman this term, was killed in the Alps on August 26. His widow and surviving children, desiring to perpetuate his memory in a way he would have approved, have given £5,000 to the University for the erection of a new wing to the Engineering Laboratory.

The course of training for teachers in secondary schools held during the vacation was taken by eighteen or twenty students, and is said to have been highly successful. This term Dr. S. S. F. Fletcher is giving a

course of fourteen lectures on the "Principles of Education," under the auspices of the Teachers' Training Syndicate.

The Vice-Chancellor, on resigning office prior to his re-admission, announced that, by the desire of the Chancellor, a very influential Committee of Cambridge men had been formed for the purpose of organizing a "University Association," the members of which will be kept informed of the financial and other needs of the University, and will be pledged to make them known with a view to procuring funds for their supply. "It is hoped that through the influence of this Association the University may be placed in possession of the means of maintaining her position in the ever-widening and ever-changing educational life of the nation." We may expect before long to hear more of this project.

Dr. Langley has been elected without opposition to the place on the Council of the Senate vacated by Principal Glazebrook, now of University College, Liverpool.

The Special Board for Classics have framed a new scheme for the Classical Tripos. The main feature of the scheme is the division of the Tripos into three parts, of which the first is to be taken after two years' residence and to deal mainly with "scholarship"; the second is to include Philosophy and History, and with Part I. will qualify for a degree; while the third part corresponds to the present Part II., and will afford scope for students of special branches, such as archaeology, &c. The course proposed is so long and so various that it would seem as if five years were not over much to allow for it; but the Board are inclined to assign not more than four years. The scheme is sure to call forth much discussion, and is hardly likely to pass without modification.

The Professor of Anatomy is rejoicing over a "most magnificent donation of nineteen cases of skulls and bones" from the excavations at Hierakonpolis, in Egypt, presented to the Museum by Professor Flinders Petrie. The collection includes the remains of the prehistoric and earliest dynastic races, and makes the Museum the richest in Britain as regards Egyptian anthropology. All the periods of Egyptian history from the earliest down to that of Tel-el-Kebir are now represented by anatomical specimens.

The University of Sydney is to be added to the list of Colonial Universities affiliated to Cambridge. Students who have pursued a prescribed course of study and examinations in arts or science at Sydney are to be exempted from the Previous Examination, and from one year's residence when they are candidates for an Honours degree at Cambridge.

A meeting of college tutors and schoolmasters is to be held at the beginning of next year in Selwyn College, for the consideration of questions relating to religious teaching in schools and Universities. The Bishop of Ripon is expected to give an address. A similar meeting was held in Oxford last January.

The appeal made last term for subscriptions to enable the Union Society to re-decorate and otherwise improve its debating-hall has been liberally responded to. The work has been carried out under Messrs. Waterhouse's directions, and the result is universally approved. The hall is now bright, fresh, and commodious, and fully worthy of its important functions. It was "handselled" by a spirited debate on the Czar's manifesto, ending in a vote of disapproval of the Imperial proposals.

At Matriculation, on October 21, 897 freshmen inscribed their names in the University register. Of the number, 19 were "advanced students" from other Universities. The total entry for 1898, up to the present date, is 944, a larger number than in any year since 1890.

There are this term 118 ladies in residence at Girton, and 196 at Newnham.

SCOTLAND.

By the middle of October, or soon after, teaching has begun in all the Scottish Universities in the faculties of Arts, Science, Medicine, and Law. The theologians take life more calmly, and in most cases meet a little later. The old time for the beginning of the winter session was November 1, or the very end of October—a bad arrangement, for it brought the short Christmas vacation or "recess" too near the commencement of work to be of real use, and left a very long weary road, straggling on to the end of April, to be traversed after the New Year. The introductory lectures of many of the professors—especially in Edinburgh—are made a public function. They are sometimes announced in the newspapers, and are attended by many others than intending students; reporters are not excluded. Students have been known to spend the first day of the session in hearing as many "introductory" as possible, getting in that way a kind of intellectual hotch-potch, which, in diversity of ingredients, surpasses what can be procured even at the British Association. The appetite for hearing lectures is apt to fall off by-and-by. In Edinburgh some of the introductory lectures this year were on subjects of wide and general public interest. Thus, Sir T. Grainger-Stewart lectured on Vaccination and Consumption, Professor S. S. Laurie on the Present Position of Educational Affairs in Scotland, the Professor of Fine Art (Baldwin-Brown) took Burne-Jones as his subject, and the Professor of Political Economy (Nicholson) treated of Mr. Gladstone's financial genius. The Professor of Public Law (Sir L. J. Grant) made the Czar's rescript his text, and gave a history of projects for perpetual peace. The new Professor of Moral Philosophy, Professor James Setts, gave his inaugural lecture on "Scotland's Contribution to Moral Philosophy." It is with regret that one has to record that Professor Saintsbury had to

withdraw without finishing his lecture on the Observance of Centenaries, because of the discreditable "rowdiness" of his audience.

Worse things, however, happened in Glasgow, where Principal Story's inaugural address was interrupted by wild disorder. English readers may need to be told that there are no proctors and pro-proctors in the Scottish Universities. The keeping of order at public functions has in recent years been entrusted to the Representative Councils of the students themselves; and, on the whole, these bodies have proved themselves worthy of their responsibilities, and have done much to improve the decorum of academical ceremonies. On the present occasion, the Glasgow Representative Council have shown either negligence or incapacity. It may be safely predicted that the "young barbarians all at play" will find Dr. Story a strong ruler. He has had a long experience of turbulent ecclesiastical courts.

In Aberdeen, the suspended, or half-suspended, Prof. Johnston has begun his lectures on "Biblical Criticism" in a "Christian institute," the University having refused him a class-room. The newly appointed Lecturer on Education, Mr. John Clarke, has begun his course at Marischal College.

In St. Andrews, the storms of October have strewn the shore with wrecks, but the University seems to be getting into smoother waters. The numbers of the students, both in the United College and in University College, Dundee, are encouraging; and, though a large proportion of those who wear the red gown wear another gown under it, the fear that the old College will fall entirely into the hands of the female sex seems groundless. What St. Andrews most needs is more lectureships or professorships in Arts subjects, and more class-room accommodation for its already increased Arts faculty. Those who have recently had the power in University affairs have cared mainly for the attempts to provide two *anni medici* at St. Andrews itself (*i.e.*, apart from Dundee College). The prospects of this little "medical school" are not brilliant, in spite of the money spent upon it. Twelve bursaries of £20 each for male medical students attracted six competitors, one being already an Arts student; of the five new-comers, only two succeeded in reaching the standard of the Medical Preliminary. Fourteen bursaries for women intending to study medicine attracted two candidates, of whom one only (a student who has completed her M.A. course) obtained a bursary. This is the "extended medical school" for which it is proposed to sacrifice the opportunity of extension in Arts!

Lord Bute and his faithful followers in the Court who have distinguished themselves as the supporters of these medical schemes, and as the opponents of union with Dundee, have lately surpassed any of their previous performances. They have appointed as Professor of *Materia Medica* (he has to lecture in Dundee, but is a professor in the University), by a majority of one, and against the strong protests of all members of the Court who had any academical standing or experience, a gentleman whose contributions to the science are an unknown quantity, but who has made some remarkable additions to the English language and to English literature. He delights in such words as "Pathechthotics." One of the more lucid among the pamphlets which he submitted along with his application ends as follows:—"Perfect health is such a desirable state to attain that we might aphorize and be up to the very last second of date by showing how." At a recent meeting of the University Court Lord Bute presented the appropriate gift of a hair of Peter de Luna (who, as Anti-pope Benedict XIII., issued the bull founding the University). The students seem likely to make Mr. James Stuart, M.P.—a distinguished *alumnus* of St. Andrews—the next Lord Rector. It will be an advantage to the University to have as its Rector one who is acquainted with practical affairs and knows the conditions of University teaching in the present day.

ASSOCIATION OF TEACHERS IN THE SECONDARY SCHOOLS OF SCOTLAND.

[By a resolution of the Association, at the Annual Meeting on November 23, 1895, the "Journal of Education" was adopted as the medium of communication among members of the Association.]

ABERDEEN BRANCH.

At a meeting of this Branch, held in the Central School on Saturday, October 8, a discussion took place on the Leaving Certificate Examinations. Introductory papers were read by Miss Ward and Herr Hein, of the Girls' High School, and Mr. Riddoch, Rector of Mackie Academy, Stonehaven. In criticizing the German papers, Herr Hein advocated shorter papers in all the grades, the exclusion of philology from the Higher Grade, a limitation of it in the Honours Grade, and the prescription of a definite period in literature. Herr Hein, moreover, pointed out that the papers contained a number of thoroughly unsuitable questions—questions which imposed upon candidates the necessity of acquiring, by unsound methods, a large amount of educationally worthless information. Commenting on the examinations generally, Herr Hein expressed his opinion that Leaving Certificates should not be granted except for groups of subjects, that whole classes and not picked pupils should take the examinations, that no pupil should be allowed to go in twice for the same grade in the same subject, and that the names of the examiners should be known.

Miss Ward, who discussed the English papers, agreed with Herr Hein in condemning the length of the papers set. In the case of the

Lower Grade, Miss Ward recommended the abolition of paraphrasing and the introduction of reading and an essay, and, in the case of the Higher Grade, the division of the paper into four parts—grammar and composition, history, geography, and literature—each candidate taking the first part, and only two of the other three parts. Similarly, in the Honours Grade, the introduction of an historical and a geographical section would be an advantage.

The classical papers were dealt with by Mr. Riddoch, who, while not finding fault with the length of the papers, condemned the want of care shown in the setting and in the correction of them. The latter failing was clearly established by the marked variation in the percentage of passes from year to year, and was attributable in part to the fact that not enough time was allowed for the examination of the papers.

Mr. Riddoch contended that the chief feature of the papers should be translation from Latin and Greek into English, and pointed out, by reference to special questions, that the extracts for translation were in many cases undoubtedly ill-chosen. In the Honours paper the passages set were far too difficult.

After the reading of the papers, which were listened to with interest and approval, the discussion was continued by Miss Clarke, Dr. Scholle, and Professor Trail. The meeting terminated with votes of thanks to the openers of the discussion, and to Professor Trail, who had occupied the chair.

IRELAND.

There have been several changes lately in the staff of the National Board, in consequence of the retirement of some of the head officials under the sixty-five rule. One of the most noticeable is the promotion of Mr. Alfred Purser, the Head Inspector for the Dublin district, to be Chief of Inspection. He will in future be engaged in the Dublin Education Office, and cease to pay visits of inspection to the schools. Mr. Purser is one of the ablest and most conscientious of the officials under the National Board. To some members of that Board he is, however, perhaps, not a *persona grata*, as he took up a firm attitude in reference to the extraordinary "revision of marks" awarded in the teachers' examinations which was ordered by the Board a few years since—it was supposed with the object of giving a better record of passes to certain training colleges. The stand made by Mr. Purser and some others against this re-cooking of the examination results has prevented so great a scandal from again taking place.

Mr. Sullivan, Head Inspector for Galway, has been promoted to the Dublin post vacated by Mr. Purser. Two years ago Mr. Sullivan was transferred to Dublin from Galway, and, after holding his new post for a fortnight, was sent back to Galway (no cause being assigned). Mr. Strong was then given his place in Dublin. This treatment of a very efficient public servant created much indignation at the time. The present appointment is therefore an act of reparation.

The question of the establishment of a Catholic University has again come to the front. Mr. Haldane, M.P., who has lately been publicly advocating it in Scotland, has been in Ireland studying the subject. The Catholic bishops have had a meeting to consider steps to be taken, but the results of their deliberations have not been made known. In a recent visit to Belfast, the Lord Lieutenant, speaking at a public banquet on Irish affairs, introduced the subject, unnecessarily apparently, but certainly courageously, considering the strong feeling against the founding of such a University that exists in the North of Ireland. Lord Cadogan avowed his entire agreement with Mr. A. Balfour in regarding the granting of a Catholic University as an act of justice and expediency necessary to remove a genuine grievance. He did not hint that the Government were ready without further support to attempt to carry such a measure. His utterances have created much indignation. Dr. Kane, the noted Orange leader, rose and left the banquet while the Lord Lieutenant was speaking, to mark his disapproval, and he has since, in an interview, spoken strongly in reference to it. Subsequently the Lisburn Town Commissioners decided not to present Lord Cadogan with an address on the occasion of his passing the town, to show their disapproval of his pronouncement.

Although the opinion of the Orange party loses weight from the extreme narrowness and intolerance they always show with regard to the granting of equal liberty, fair play, and justice to Catholic Irishmen, they object to the Local Government Act as much as to a Catholic University. There is one argument they put forward which is, undoubtedly, valid—the fatal effect such legislation has in separating the three sections of Irishmen, Episcopalians, Presbyterians, and Catholics, in youth and educational life, and the concomitant narrowing of University education to a one-sided sectarian training and culture. To this serious evil we may add the doubt that real education will be given under any safeguards the bishops will accept; and, lastly, the uncertainty that the educated portion of the laity, who are capable of judging the question, want any such University at all.

October 31 was the date fixed by the Commission appointed to inquire into the working of the Intermediate System for the return of answers to the "Queries" sent out by them. As the "Queries" have been sent to a very large number of bodies of various kinds, and to numerous individuals connected with education, an immense number of recommendations will have been laid before the Commission.

The Dublin Branch of the Teachers' Guild, the Assistant-Masters' Association, and the Central Association of Irish Schoolmistresses have each drawn up recommendations on somewhat similar lines, involving considerable changes in the examinations (in order to do away with the more serious evils they have given rise to), and the introduction of inspection. The associations have held general meetings of educationalists to explain and discuss these answers before finally sending them in.

The constitution of the Commission remains as it was. The Lord Lieutenant, in replying to the memorial of the Central Association of Irish Schoolmistresses, stated that it would not now be possible to make fresh appointments. He intimated that *evidence* by expert educationalists would be accepted and considered of much value. It is, therefore, to be hoped that every effort will be made to get suggestions and help from educationalists acquainted with better methods than those that prevail in Ireland.

The degree examinations, both in Trinity College and in the Royal University, have been going on during the month of October. Conferencing Day at the Royal was on October 28, and a *conversazione* took place in the evening. The date was too late for us to learn the results before going to press.

The examinations for teachers, instituted by Trinity College, Dublin, two years ago, have not so far been much taken up. This, we believe, is partly because they are little known, partly because the present universal grinding for examinations gives no incentive to a teacher to study the best methods of teaching, or develop his own originality and best powers. But the examinations are extremely interesting, as the first attempt to make a study of education (in secondary education, at least) in Ireland.

The examinations are two in number. The first (held in 1897) was written and oral in certain well known educational works—Locke, Payne, Compayre, Fitch, &c. It is a serious omission that no work in psychology is set. Psychology, the basis of the science of education, has now so far advanced that it should form part of every teacher's training. Three teachers entered for this examination, and did well, obtaining certificates. Last January the second examination took place, when the same three candidates presented themselves, all winning diplomas.

This is a practical examination. The usual subjects of school education were divided into fourteen groups, of which each candidate selected six. He was given twenty-four hours' notice of three subjects for lessons taken from these six subjects, for which he prepared. Classes were obtained from the High School, Dublin, and he gave the lessons before the examiners. He also gave a short unprepared lesson before them, and they examined him afterwards orally. The examiners were Mr. J. I. Beare, F.T.C.D., Mr. L. C. Purser, F.T.C.D., and Prof. Fitzgerald, F.T.C.D., assisted by Mr. A. Purser, Inspector of Primary Schools. The candidates were required to have taught in a good school for a year previously.

Many improvements might be suggested. It would seem a better test to witness the teaching of the candidate's own class by him than his teaching of boys he was wholly a stranger to. But the examinations are only a beginning which, it is hoped, will grow to much greater things. So far, Trinity has not been able to provide any preparation. The examinations are open to all who give proof of having received a good education. It will depend on teachers taking them up earnestly whether they will develop largely or not. The Schoolmasters' Association have passed a resolution to give preference to teachers who have obtained the diploma awarded.

WALES.

In connexion with the agricultural scheme of the North Wales University College a farm was opened, on October 14, by the Right Hon. Walter Long, Minister of Agriculture. The farm is 385 acres in area, and has been leased at an annual rental of £485. The Professor of Agriculture is to reside at the farm, and it was announced that, since the farm had been acquired, the number of agricultural students in the College has nearly doubled. Mr. Long observed that the amount of Government grants for agricultural education has increased from £1,630 in 1888 to £6,800 in the present year. Of that sum, nearly £6,000 was paid to six collegiate centres in England and two in Wales, covering thirty-two counties, and Bangor's share of the increased amount was £800. The Board of Agriculture had found that there were fifty County Councils in England which had appropriated no less than £78,000 per annum of their technical education grants to agricultural education, while they themselves were giving £6,800, so that at the end of the year £85,000 were devoted to that purpose. He went on to say that it was in the direction of stock raising, stock breeding, and the products of the stock, that the best opening lay for the British farmer, and that there was the best opportunity for good work for experimental farms.

The lecture in connexion with the opening of the South Wales University College was delivered at Cardiff, by Dr. Saundby, the President of the Council of the British Medical Association. The subject of the lecture was "Modern Universities." In the course of his address, Dr. Saundby pleaded for an adequate recognition by the State of the needs of University work. The State, which had given free elementary educa-

tion, must complete its work, and give State-organized and State-equipped secondary and University education. He contrasted France and Germany with England. France had fifteen Universities—in the proportion of one to about two and a-half millions of people. In Germany there were twenty-one Universities—the proportion being one to about two millions of people. England, on the other hand, had four Universities, not one of which was fully equipped so as to fulfil modern requirements. They were in the proportion of one to six and a-half millions of the population. France spent £300,000 on University education, Germany £700,000, but the British Government thought that £25,000 was enough for twenty-seven millions of people whose existence depended on the maintenance of their commercial and industrial supremacy.

Dr. Saundby rejoiced that the passage through Parliament of the University of London Reconstruction Bill had destroyed the idea that a University might be merely an examining board whose students could be left to acquire instruction how and where they pleased. He was not, however, in favour of patchwork schemes, such as those by which the Universities of Wales and Victoria had come into existence, where a number of different colleges, heterogeneous in essential features, situated perhaps in widely separated cities, composed of persons with different aims and aspirations, were united together. The unfortunate result was a plurality of second-rate colleges, and nowhere that superiority of at least some one department which gave character to a University and raised the tone of the whole of its teaching.

A meeting of the Court of Governors of the University College of South Wales and Monmouthshire was held on October 19, under the presidency of Mr. Alfred Thomas, M.P. The Council were asked to report on the question of the representation of the head teachers of the intermediate schools on the Court. Mr. Louis Tylor was unanimously re-elected Treasurer. The Council reported that the number of students during the past session was 470, being 39 in excess of the previous session. In regard to the site of the new buildings projected, it was thought desirable that ten acres should be acquired, four acres for the buildings themselves and six acres for recreation grounds. Principal Jones said that he looked forward to the new buildings with a great sense of relief, for the number of students continued to increase, and room could scarcely be found for them. In consequence of the foundation of the Welsh University there had been an increase in the number of students taking University work, and there had been a much more marked increase in the number of students taking advanced work. Their advanced classes were now increasing by leaps and bounds. They had last year nearly five hundred students at the college, and the intermediate schools had hardly been at work a sufficient number of years yet to send students to the college. When they would send, he did not doubt that the number of students would increase to seven hundred and fifty or eight hundred.

Among new members of the Council who were elected were the Dean of Llandaff and the Rev. Halley Chambers, Headmaster of Christ College, Brecon. The next meeting of the Court was fixed for Wednesday, February 8, 1899.

The opening of the new College buildings at Aberystwyth by Sir William Harcourt took place on October 26. On the following day a Congregation of the University of Wales was held for the purpose of conferring degrees.

BEDFORD COLLEGE, LONDON (FOR WOMEN).

The inaugural address of the forty-ninth session of the College was delivered on Thursday, October 6, by Professor Silvanus Thompson, D.Sc., F.R.S. Congratulating the members on the success attending its operations, and the increase in its activity and usefulness, he proceeded to show how the College, as an integral part of the educational institutions of London, might be affected by the passing of the London University Act, after the Commissioners had filled in the lines of organization sketched out by Parliament. The passing of the Act marked a new era in the history of higher education in London. For sixty years the University had been doing its work under cramped conditions. After reviewing the functions of all Universities, and describing what, in his view, would be the ideal of the future, he impressed upon his audience—as students—the enormous value of knowing something of everything, as a broad basis for their “educational pyramid,” but nevertheless of concentrating energy and attention later upon the study of one branch of knowledge, and of seeking to gain their information at first hand.

WESTFIELD COLLEGE, LONDON.

On the results of an examination held in September the following scholarships have been awarded:—Miss E. M. Savidge (James Allen's Girls' School, Dulwich), £50 a year for two years; Miss R. Mossrop (Clapham High School) and Miss J. M. Brown (Blackheath High School), each £40 a year for two years. Miss Strudwick (Newnham College) has been appointed resident Science Lecturer at Westfield College, and Miss Mabel Ross (Royal Holloway College) resident Classical Lecturer, in place of Miss E. Simey, who has accepted the post of Principal of the women's side of the College of Science, Newcastle-on-Tyne.

The following students from Westfield College have passed the Intermediate B.A.:—First Division: E. Miller, A. Maud Meredith, M. Passmore. Second Division: K. Aldwinckle, M. E. Dutton, and A. Haslam. In the Preliminary Scientific, J. Lamb and M. Townsend passed in all subjects.

SCHOOLS.

CHELTEMHAM LADIES' COLLEGE.—It was stated in the *Journal of Education* for October that in the Cambridge Teachers' Examination thirteen passed. It should be: nine passed in the Practical, of whom five were in Class I.; eight entered for the Theoretical, all of whom passed, and one was placed in Class I.

CLAPHAM HIGH SCHOOL.—E. Hudson gained a scholarship in mathematics awarded by the Royal Holloway College, E. Caton obtained a bursary in mathematics to the same college, and R. Mossrop a scholarship to Westfield College. The three candidates for the London Intermediate Arts all passed—R. Mossrop obtaining Second Class Honours in French, E. Caton a First Class, and F. Wigg a Second Class. In the Cambridge Higher Local, H. Hudson obtained a First Class with Distinctions in English, L. Thorburn a Second Class with Distinctions in English and a Third Class in French and Mathematics, E. Cowan had a Second Class in English and a Third Class in Mathematics, C. Bedwell Third Classes in English, French, and Mathematics, H. Teasdel a Third Class in English, and I. Jepps a Third Class in French and Mathematics. Full Certificates for the Oxford and Cambridge Board Higher Certificate were obtained by nine girls:—B. D'Oyley, M. James, A. Jepps, W. Mowll, E. Nursey, W. Palmer, I. Roberts, E. Stiff, and G. Trenerry. An Old Girl, A. Badcock, has obtained her M.A. Degree London. An important addition to the school has been made in the form of a gymnasium—fully equipped.

GATESHEAD HIGH SCHOOL.—Eveline Blenkinsop has obtained the Joint Board Higher Certificate, having passed in English History, Literature, French, and Elementary Mathematics. Grace Gilchrist Clark and Susie Smith have obtained full Honour Drawing certificates. The University Scholarship has been awarded to E. Blenkinsop, by whom it will be held at the Durham College of Science. Mary Grey has obtained the degree of B.Litt. of the Durham University. Winifred Pattinson has a Second Class in the Modern Language Tripos. Margaret Temperley has a First Class in the Natural Science Tripos, Part II. Amy Davies has a Second Class in the Oxford Honours School of History. Miss Adam has joined the staff.

HIGH SCHOOL, NEWCASTLE, STAFFS.—F. Alcock has obtained a Hulme Scholarship at Owens College; W. H. Cadman, an exhibition at Bangor University. Amongst recent successes obtained by Old Boys are:—J. Talbot, First Class in Natural Science Tripos, Part II.; A. E. Nelson, Second Class, *Litteræ Humaniores* (Oxford); J. T. Nance, Second Class, Final School Natural Science (Oxford); A. E. Nelson, 74th place, Indian Civil Service Examination; J. F. Bell, County Agricultural Scholarship of £50 a year. J. T. Nance has been appointed Demonstrator in Chemistry, Balliol College, Oxford. Old Boys' Match is on December 15. The O.N. Dinner is on the same day.

NEWPORT INTERMEDIATE SCHOOL FOR GIRLS.—The second annual distribution of prizes took place in the school hall on Wednesday, October 19, when Miss A. J. Cooper, of Oxford, presided, and the prizes were distributed by Lady Verney. In opening the proceedings, Miss Cooper compared the advantages of the present generation in matters of education with the conditions under which work was done a quarter of a century ago, and also spoke of the importance of school games, by which the girls learned to recognize the rights of others, and to be perfectly fair and just to all. The Headmistress, Miss Vivian, made special mention, in her report, of the botanical collections made by the girls, the largest collection containing 370 specimens. Before distributing the prizes, Lady Verney, who had just returned from a visit to Holland, gave a most interesting account of the young Queen, whose ideal of queenship was to serve her people—an ideal which might be adopted by the girls, all of whom might be queens in their own homes, and there uphold the dignity of girlhood. Forty-nine certificates had been obtained from the Royal Drawing Society, and 97 distinctions had been gained in the Central Welsh Board Examination of July, 1898. Gladys Davies was placed in the First Division at the last Matriculation Examination of the University of London, and is now studying at Bedford College, London.

WORCESTER KING'S SCHOOL.—The annual prize day took place on October 6. The Dean of Worcester presided, and the College Hall was filled with a large gathering of friends. The Headmaster, the Rev. W. H. Chappel, gave an encouraging account of the work and progress of the school, dwelling particularly on the urgent need of the new class-rooms, laboratory, and reading room, which the Governors have decided to erect, owing to the increased numbers. After the reading of the honours list, the Dean distributed the prizes, and the Mayor expressed his confidence in the Headmaster and his satisfaction at the growth and tone of the school. H. A. Lewis, Reeke Scholar of Hertford College, Oxford, was awarded the Leaving University Exhibition.

CONTENTS.

	PAGE
OCCASIONAL NOTES	689
TECHNICAL EDUCATION	692
THE RELIGIOUS IMPASSE	693
OPENING OF THE CENTRAL BLOCK OF THE UNIVERSITY COLLEGE OF WALES	695
CORRESPONDENCE	696
The Royal University of Ireland and Modern Languages; "A Dialogue on Moral Education"; Oxford Headmistresses' Conference; The High-School Homes of Denmark.	
COLONIAL AND FOREIGN NOTES	698
THE END OF THE SCHOOL BOARDS. BY H. MACAN	703
A QUAIN SCHOOLMASTER	707
THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND	707
JOTTINGS	709
CALENDAR FOR DECEMBER	710
UNIVERSITIES AND SCHOOLS	711
PRIZE COMPETITIONS	714
CHRISTMAS BOOKS	715
REVIEWS AND MINOR NOTICES	727
History of Spanish Literature (Fitzmaurice-Kelly); The Development of the Child (Oppenheim); Les Classiques et la Démocratie (Fouillée); Doctrine and Development (Rashdall); Principles of Local Government (Gomme); The Standard of Life (Bosanquet); An Illustrated School Geography (Herbertson); Studies in American Literature (Noble); Dante's Ten Heavens (Gardner); Radiation (Hyndman); Practical Plant Physiology (Detmer); Ulysses S. Grant (Church); Marcus Aurelius Antoninus to Himself (Rendall); Select Poems of Shelley (Alexander); Selections from the Poetical Works of William Cowper (Murray); The Union of Italy (Stillman); Introduction to Herbartian Principles of Teaching (Dodd); Lessons in Old Testament History (Aglen); The Empire and the Papacy, 918-1273 (Tout); Psychology in the Schoolroom (Dexter and Garlick); The Art of Teaching (Salmon); Henry of Guise, and other Portraits; &c., &c.	
TITLE-PAGE AND INDEX TO VOLUME XX. (NEW SERIES), JANUARY TO DECEMBER, 1898.	

OCCASIONAL NOTES.

THERE are more ways of getting our educational experts upon the Local Authorities than is set out by either the Royal Commission, Prof. Jebb's Committee, or Mr. Sadler and Mrs. Bryant. The simple and obvious way, requiring no legislation, as Sir J. Gorst would say, is to make them county aldermen. Mr. Kitchener in Staffordshire, and Mr. Spurling in Berks, have occupied this position for some time, and the almost unanimous election of the Rev. T. W. Sharpe, C.B., in Surrey on November 8 is the latest instance; the compliment in this case is all the greater as no "outsider" has ever before been elevated to the aldermanic bench in that ultra-conservative county. The position is a much more honourable one than that of the merely co-opted or Government-nominated educationalist. Rates, loans, sanitation, locomotion—all subjects of vital importance to educational efficiency—will receive Mr. Sharpe's "vote and interest," and will no doubt benefit thereby. Of course, this is another blow to *ad hoc*. This theory, if it means anything except pleasure in importing religious dissensions into education, implies that the right man for education is the wrong man for civic life, and the right man for these other municipal functions is the wrong man for education. We maintain that a man who has administered a school or an educational department well is a good man of business, and fit to rule his fellow-citizens in other matters; the converse also holds good, and the sanitarian or financier is essential in educational administration. The ordinary elector, as Sir J. Gorst put it at the London County Council prize distribution, is no more capable of picking out the right man for any one of these functions than of electing the managing boards for our Army and Navy. He can, however, always vote straight for a party ticket, or for the label of his own sect.

THE event of the month has been the struggle in London over the application of the Technical Education

Board for recognition by the Science and Art Department under Clause VII. of the "Directory." The Board numbers among its members representatives of the School Board and a few sympathizers with the policy of that body; hence the house has been divided against itself, and, though in a small minority, these have used all the arts of obstruction, and a distinguished member has been relating all over London stories of "scenes of unexampled violence." One would have imagined that the question, in London, at any rate, would be simple. The School Board, operating over the same area as the County Council, has all its rights reserved everywhere; its present higher schools and classes can go on as before, and it can extend them indefinitely without let or hindrance. It is true that it draws at present for pupil-teachers just over £4,000 a year, and for evening classes about £4,500, from the Department; but the bodies consenting to the County Council's application and subsidized by it—viz., the polytechnics and secondary schools—take £18,000 between them; hence there is no question (as at Brighton) as to the predominant partner. The matter is one of pure "principle" or sentiment. Clause VII. contains the sacred word "secondary," and to attach this word to any body but the School Board is a case of "moral," if not material, damage. Meanwhile Mr. Lyulph Stanley threatens that the School Board representatives will be withdrawn from the Technical Board as a result of the application. This step would not be received with unmixed regret by the other members of the Board, as it is well known that "loyal co-operation" has not been exactly the term to use in respect of their past efforts. The London County Council, on the other hand, is quite ready to dispense with the services of some of the representatives of educational interests on the Board. This, of course, does not mean dismissing the "experts," whose services have been invaluable.

PROF. JEBB'S Joint Committee looks like holding its last meeting on December 1. It is really doubtful whether its "mandate" gave it any right to meet at all after the introduction of a Government Bill. Anyhow a distinct line of cleavage between the "teaching" and administrative sides developed at the last meeting, and this will be brought to a head by Mr. Bothamley's motion for the December meeting raising the question of "secondary including technical" in the words adopted by the Royal Commission, the County Councils Association, and the Organizing Secretaries. Dr. Scott and the "Lockwood" party will have to fight in the open, and Prof. Jebb and Mr. Hobhouse will be able to declare publicly under which king they will fight. It is obviously right that, once for all, this question should be settled. There is no use crying "peace" if there be no peace. A policy of concealment only accentuates the differences. In this same connexion a bitter feeling is cherished by the Association of Technical Institutes against the editors of *Education* for suppressing from Prof. Wertheimer's official letter to the so-called official organ a communication from Mr. Hobhouse stating that his backing of the Lockwood Bill was not a sign of any agreement with the policy of separation. It is a pity that all this was not said publicly before the Bill came out.

NO recent appointment in the scholastic world has excited keener interest than that of a successor to Mr. Welldon. Harrow is the richest headmastership in the world, and in dignity stands second. It has been held by three Senior Classics in succession, all of them, in their way, pre-eminent men. It is not, then, surprising that the governors hesitated to elect any of the candidates who presented themselves, though among them were a Senior Classic

and a headmaster of one of the greater public schools. The Senior Classic had so far shown no signs of pre-eminence, and the headmaster would have been no prophet in his own country. Under these circumstances they were well advised in inviting three outsiders to allow themselves to be nominated; and in electing Dr. Wood we have little doubt that they chose the best man.

DR. VAUGHAN and Dr. Butler had neither of them had a single term's experience of teaching when they came to Harrow, and Mr. Welldon had been only two years at Dulwich. Dr. Wood was for three years an assistant-master, and has had twenty-eight years of headmastering, twenty at Leamington and eight at Tonbridge. He is twelve years senior to the outgoing headmaster, and has passed the age at which every assistant Merchant Taylors' master is by statute superannuated. Yet for promotion to a judgeship or a bishopric or a Secretaryship of State Dr. Wood would be accounted comparatively a young man, and it will hardly be maintained that the headship of a great public school demands less of ripe wisdom than any of these. At any rate, in our opinion the proved veteran is preferable to the raw recruit, even though the latter were a Senior Classic and Senior Wrangler rolled into one. Dr. Wood has raised two schools from low estate; but he has before him a harder task—to reorganize and regulate a great and flourishing school which is or tends to be a loose federation under a feudal suzerain. He will have to stiffen his back against the importunities of important parents, and to show that he ranks scholastic above athletic successes.

THE *Oxford Magazine* again gives us in tabular form an analysis of the Civil Service competition. Of the 94 candidates whose names are given by the Commissioners, 47 hail from Oxford, 26 from Cambridge, and 9 from Scottish and Irish Universities. Of the several colleges, Trinity, Cambridge, and Balliol claim 8 candidates each. Forty-seven have been coached for periods varying from four years to a month by Messrs. Wren, and 15 by Messrs. Scoones. London schools, as usual, are to the fore. St. Paul's has five, and takes the first and eighth places. Dulwich has likewise five, and the third and seventh places. Merchant Taylors' has three, and Christ's Hospital and the City of London School two each. Rugby, Eton, and Clifton secure four places each; Charterhouse, Winchester, and Manchester three; Harrow, Westminster, Marlborough, and Birmingham two each. Mr. Dale, of Balliol, who stands first, is a Hertford, Craven, and Ireland Scholar, and has since been elected to a New College Fellowship.

PROFESSOR MAHAFFY, in the *Nineteenth Century*, ruthlessly dissects the Intermediate Examination system in Ireland. Nineteen years ago, he tells us, when the system was established, he stood alone in proclaiming that the foundations were rotten, and that it would inevitably lead to competition in creeds, not in learning, to increase of cram and decrease of sound learning. And now, being asked by the Special Commission to offer criticisms, he tells them and the public that they must make a clean sweep of all their methods and regulations, and build them again on wholly new lines. With his protest against the inferior limit of age, the multitude of subjects to be taken up, the absence of any oral tests, most educators will agree, though his dicta on English literature, on modern languages, and on music may seem to us arbitrary and in part heretical. But, radical as he is, he does not, in our opinion, go far enough. He would apparently supplement the present examination system (with a reformed syllabus) by oral tests

and inspection of schools. We hold that payment by results is as vicious in secondary education as it is now universally acknowledged to be in primary. Grants made to schools on the general report of inspection, though there are objections to this, would be infinitely preferable. We cannot now pursue the subject, but will only note one or two of the Professor's sly hits. "Of the examiners two Protestants are not to be trusted to examine in Greek or in Latin; there must be one Roman Catholic, *whether he knows Greek or not.*" "The Lord Lieutenant has constituted the existing Commissioners a Special Commission to *inquire into their own handiwork.*"

SIR JOHN GORST was outspoken indeed at Liverpool. He ranged rapidly from one point to another, and we just summarize here the chief topics of his address. Foreign competition makes it necessary that our technical and commercial instruction should make a great step forward. For this there are two essentials: an improved elementary education, without which the superstructure would be worthless, and a more perfect organization of higher education. To improve elementary schools a more regular attendance is required, and children must not go to work before or after school hours. A Government return on this latter point will soon startle, and, he hopes, shock, our conscience. Voluntary schools need more liberal subscriptions. Secondary teachers need training; and, to this object, County Councils "would be perfectly justified in applying some part of the public funds at their disposal." Clause VII. had been entirely misunderstood. It referred merely to the payment of Science and Art grants, and had no reference to secondary education as a whole—we can imagine Sir John's quiet smile when he said this. And, finally, he hoped to see the day when there would be in every district *one sole authority responsible to the people*—(does this mean our old friend *ad hoc*?)—which would arrange the whole of education, elementary and secondary. Truly a forward programme. We wish we could share Sir John's optimism.

THE numerous conferences and discussions organized by associations of teachers are beginning to bear fruit. The present chaos and the necessity of introducing order are touched on by one politician after another, and the leading newspapers write serious articles on the subject. This is as it should be, and we welcome the growth of interest. Until public opinion is considerably aroused on a given subject legislation is difficult. Even were a Government to introduce a Bill, it is open to the first faddist to block it unless there is considerable Parliamentary feeling in support. The organization of secondary education is a national question; though we are not sure that teachers always recognize this in their discussions. Apart from the fact of material progress and commercial competition, which forces a nation to organize in order to prevent waste of power, the subject appeals to every man from two points of view—as a parent and as a ratepayer. There is no doubt that public money wisely spent is a national economy; but the ratepayer or the taxpayer has to be convinced that the spending will be wise. This point must not be overlooked. No wise Government will legislate for a single class, and from the point of view of that class, of the community.

BIRMINGHAM is on the eve of obtaining its University. Mr. Chamberlain's spirited appeal will, we hope, bring in the necessary funds, and no opposition to the scheme is probable in Parliament. It is curious to contrast the enthusiastic energy shown by the larger provincial towns to provide the best intellectual and artistic training for their citizens with the apathy apparent in London. As Sir

Joshua Fitch said at Toynbee Hall, London has material for a University such as is possessed by no other town; and yet the want of co-operation, and the absence of that spirit of local patriotism which is to be found elsewhere, have militated hitherto against the formation of a University worthy of the Metropolis. The Birmingham University will naturally, at starting, be mainly a medical school, though professors will be provided for almost all other University subjects. Mr. Chamberlain hopes that there will soon be a Faculty of Commerce as an integral part of the University, and this hope we echo. There is great need at the present time of a sound Faculty of Commerce, if for no other purpose, to provide teachers for the commercial schools of a new type which are bound to spring up before long.

IT has generally been thought that of all schools the one in which boys are most carefully looked after is the school preparatory to the public school. And yet we have an alarmist correspondence in the *Times* on the subject of the "Physique of boys at public schools,"—a correspondence which is based on the examination of boys at their entrance, and presumably fresh from the preparatory school. The statistics given by "M.D." are certainly such as to shake our established belief that the public-school boy is a healthy animal. And Dr. Nunn does not give us much comfort by quoting statistics from Philadelphia to show that American boys are no better. The *Times* thunders out reproaches, and again raises the cry for training. "Insufficient sleep"; "deprived of fresh air and exercise by faulty school regulations and unwisely assigned punishments"; "too little time to masticate food"; "hours of work usually too prolonged"; "imperfect methods likely to continue until teachers receive a technical training in their duties"—these are weighty charges, and partly, no doubt, true. If Dr. Blimber and his daughter Cornelia are still among us, the reason is that parents and headmasters alike are too eager for scholarships. It is the entrance examinations to public schools that force the work in the preparatory school. And many a time, when a teacher sees a boy is overworked, the parents will not allow the strain to be relaxed.

THERE is another very obvious reason why the average physique of the public-school boy should grow weaker. Schools are not now such as Tom Brown described years ago. Weak, delicate boys who used to stay at home, or go to a private tutor, are now sent to public schools, and of course they lower the average. Still the subject is of immense importance to the well-being of the country, and "M.D." deserves the thanks of all for his letter. It may be that preparatory schools are too luxurious: it may be that the boys are over-coddled. It is probable that some boys are allowed or even urged to work too hard. In any case careful watching is necessary. It is the rule now in well equipped boarding schools that there should be a regular medical officer, whose duty it is to examine each boy at entrance and periodically afterwards. For such work an expert is necessary. It is laughable to suggest, as the *Times* leader almost seems to do, that the training of teachers should include the study of medicine. The well trained or well educated man is he who knows how and when to call in and adopt expert advice. Meanwhile there is one remedy that complaining parents often overlook—that is, home-life with a day-school, from nine to four or from nine to one. In Germany Dr. K. Schmid-Monnard has been making similar inquiries, and with results that imply overwork in many *Gymnasien*. On the other hand, the Headmaster of Loretto, who has taken regular observations for over twenty years, is convinced that the physique of public-school boys is steadily rising.

THE Bishop of Rochester is quite right in his insistence on the present insufficiency of training college accommodation. Of the candidates who pass the Queen's Scholarship Examination in the first or second class, only 40 per cent. can find places. The report of a special Departmental Committee to consider the training of pupil-teachers appears to have been shelved. Were its recommendations adopted, the present difficulty would very largely cease. The Bishop asks for £20,000 for St. Gabriel's, a new college of which the plans and site are already prepared. This college will consist of two parts. For the residential students it will be strictly Church of England; but external students may attend without any religious test. By this plea the Bishop, no doubt, hopes to get subscriptions from persons who would not give to a purely denominational institution. But we must point out that the whole of the staff will, no doubt, like the Principal elect, Miss Bishop, be Anglican. The free admission of day students does not alter the character of the college, which is denominational. We have far more sympathy with Canon Barnett's proposal that, instead of the isolated residential college system, an effort should be made to increase the working of the day colleges in connexion with Universities.

AT the annual meeting of the Association of Headmasters of Higher-Grade Schools and Schools of Science, Mr. R. L. Taylor, the President, delivered an eloquent and eminently fair address in support of these schools. His claim is that there is no undue competition with existing grammar schools, and that, in fact, an entirely new stratum is being worked. With regard to the City of Manchester, of which Mr. Taylor speaks with first-hand knowledge, he contended that the higher-grade schools, with their 1,000 scholars in the School of Science, had not injured the Grammar School. And this is true. Speaking generally, it is only where the population is too small to admit of the successful working of two schools that the formation of a rate-aided institution has seriously affected the old endowed school. In these columns we have never attempted to minimize the excellent work done by the higher-grade schools, and we agree with Mr. Taylor that the dangers of overlapping have been exaggerated. It is the extravagant claims that have been made by a few of these schools that have done them harm in public estimation. They should, as we have urged before, supply a top to the primary school system, and this, as we understand, is Mr. Taylor's contention.

IF, then, higher-grade schools are to form a top to the elementary school system, they do not and cannot form a link between elementary schools and University colleges. At least this is Mr. Taylor's belief. The University colleges do not give that training for the workshop that is gained in a technical school in Switzerland or Germany. The boys in a higher-grade school who are able to continue their education to the stages of specialization need, says Mr. Taylor, technical colleges of University rank, on a level with, and not leading up to, existing University colleges. A large amount of money is spent now in technical schools and technical institutes, and, in our opinion, the result is often trifling, just because these technical institutes have not fitted exactly into their proper place. Often a smattering of many things is given to a heterogeneous mass of students with all sorts of previous training—or the want of it. If technical institutes are really to do efficient work, they must have their exact place in the general scheme of education, and we see no reason against Mr. Taylor's proposal that technical colleges should be the goal of the best boys from the schools of science.

IT seems reasonable, and it is certainly more consonant with the dignity of a learned profession, that a schoolmaster should be sufficiently paid for the work he does, without being obliged to make private profit by retailing bread-and-butter. The governors of Bridlington Grammar School intend to work their boarding-house themselves. The headmaster will receive board and lodging in return for duties of supervision, but he will not appoint or dismiss the domestic staff, or take the profits for himself. The chief argument against this system is the intolerable friction which *may* result—and which has sometimes resulted where the system has been tried—between the professional staff and the domestic staff. It seems to us that the only workable method in such a case is for the headmaster to have his separate residence. The boarding-house should be managed by a salaried housekeeper, and the supervision duties performed by young unmarried assistant-masters, who would be no worse off than if they were living in private lodgings. But for a headmaster, who is probably married and has a family, the position might be extremely irksome.

THAT the *Times* should devote a leading article to showing that secondary teachers should be trained is one sign amongst many of the growth of feeling on this point. "That teaching, like any other professional work, demands special training in those who undertake it is an idea that is but slowly filtering into public opinion in England, though it has long been recognized and acted upon in the more carefully organized educational systems of Continental nations." So the article begins; but, when the writer goes on to say that "little or nothing has been done beyond a half-hearted attempt to establish lectures on 'Pædagogic' at the Universities, and an equally half-hearted offer by headmasters to allow some of their forms to be used as a 'practising school,'" we must join issue. A few minutes' conversation on the subject with Mr. Sidgwick or Mr. Jackson at Oxford, with Mr. Oscar Browning at Cambridge, with Mr. Bell amongst headmasters—to mention only a few names out of many—would show that both "attempts" and "offer" are whole-hearted; while among the newer Universities the training of secondary teachers is steadily growing. Much, of course, remains to be done. But the principle, as contained in the report of the Joint Committee to which Mr. Bell refers in his letter to the *Times*, has been accepted by all bodies of secondary teachers. More facility for training is now wanted, and that means more money. Perhaps County Councils may come to the rescue, and provide training centres for their respective areas, or groups of areas, in accordance with Sir John Gorst's hint.

MR. T. E. PAGE, of Charterhouse School, is not happy. He wouldn't be happy till he'd got it—his lay headmaster—and, now that he has his heart's desire, he is like a Mr. Dick without his King Charles's head. So he turns and rends the training authorities of Oxford and Cambridge. Their certificates are worthless; the subjects for which they are given cannot be tested; the lecturers are sophists or sciolists; the examiners men of straw; "and the consequence is that no men of any merit ever compete for them." The only rule for teachers is that which Mr. Page himself has followed—*docendo discimus*. This is like the old pedagogue who boasted: "I began to teach when I was a raw lad of sixteen who knew next to nothing, and I've done nothing but teach for the last fifty years." To speak of the Headmaster of Haileybury as "a man of no merit," and of Mr. Bell, of Marlborough, and Mr. Arthur Sidgwick, the Oxford examiner in teaching for this year, as not "recognized authorities," seems to us somewhat immodest—to use no harsher word.

THE conference of Board-school teachers summoned to discuss methods of teaching history had the advantage of a short lecture from Mr. Earl Barnes, who is still prosecuting his inquiries in London. The general opinion of the speakers—and in this Mr. Barnes concurred—was that some actual piece of historical evidence in the past should be the starting point. We believe that almost every one who teaches history to young children feels the impossibility of beginning with the present time. It is easier to "appreciate" Harold at Hastings than Lord Kitchener at Khartoum. There is a simplicity about the former event; too great a wealth of detail about the latter. And so with the Witana-gemot as opposed to our Parliament of to-day. This conclusion seems directly to contradict the address which Dr. Creighton gave to another gathering of teachers, and on which we commented last month. But, in reality, the two views are not divergent. For the teaching of history as one of the humanities we need to begin in times when life was comparatively simple; for the teaching of "civics"—an equally important subject from another point of view, and with a value of its own apart from history—for this subject we need to take as our starting point some fact in the daily life of the child.

MANY of our readers will be glad to learn that the Winter Meeting which was inaugurated by the College of Preceptors at the beginning of this year will be repeated next January. Mr. Findlay is right in arguing that, as all the chief educational associations hold meetings in London during the first half of that month, this time is suitable and convenient for teachers who care to hear from specialists the latest aspect of their particular study. In connexion with the lectures there will be visits to schools and reports of work done. A full Directory and Calendar is promised, which will be of especial use to those who do not live in London. The lecture list includes Professor Rein, of Jena, Mr. Arthur Sidgwick, Mr. Mackinder, Mr. Sadler, Dr. Colman, Mr. P. A. Barnett, and Mr. Findlay.

TECHNICAL EDUCATION.

A MOST important Monotechnic Conference was held at the Carpenters' Hall, on November 18. Its ostensible object was to discuss the education and registration of plumbers, and it was called by the National Association for Promoting Technical Education, acting under the ægis of the Worshipful Company of Carpenters. As a matter of fact, the gathering was in obedience to a mandate from Mr. T. W. Russell, Parliamentary Secretary to the Local Government Board delivered last year to the various objecting parties to the Plumbers' Registration Bill introduced into the House of Commons in the interests of the Company. "I hold a conference," he said, "of all the interests, Plumbers' and then formulate your programme for my guidance." Every interest certainly was represented: Plumbers' Company, master plumbers, operative plumbers, five County Councils, two County Boroughs, six organizing secretaries, polytechnics, builders, architects, four City Companies, sanitary officers, doctors, &c. Sir H. Roscoe gave an introductory address dealing with the whole subject; Mr. E. J. Halsey, Mr. E. Bond, M.P., Prof. Bannister Fletcher, Mr. Organ, Mr. S. Wells, Mr. W. Bousfield, and Mr. H. Macan were responsible for the various carefully drawn resolutions; while Prof. Wertheimer, Mr. Reynolds, and Mr. Nasmyth drove additional nails into the coffin of the Plumbers' Company. It was resolved that administrative authorities (who find all the money) and educational bodies (who supply all the teaching) should have a majority on the Registration Council, that this body should not be able to delegate its functions to the Plumbers' Company, that operatives should not be charged exorbitant fees, and that questions of recognition of examinations must be left to an impartial Government Department. In short, everything which *not* in previous Registration Bills was declared essential by overwhelming majorities. The Conference was careful not to say whether it desired a Bill or not, but its conditions for such a Bill were unmistakable.

A RECENT meeting of representatives of endowed schools and others interested in secondary education in Essex appears to have been chiefly remarkable for its unanimity and its praise of County Councils. And it was not the "faint praise" designed to damage incompetency doing its best. The Rev. R. D. Swallow, at the St. Albans Diocesan Conference a few weeks previously, put the case in a word: "The County Council is the keeper of the ratepayers' purse, and, if we are to have an efficient system of secondary education, the ratepayers must be prepared to pay for it. County Councils have already been found worthy of this trust." At the Essex meeting the governors of schools were recommended to cordially accept the County Council, should it be appointed as the Local Authority, the independence and variety of existing schools being properly regarded as essential to a successful issue of the problem,

"THE County Council," said Mr. F. W. Rogers, at the Essex Conference, "had always shown themselves anxious to do the best they could for the schools of Essex, and adopted a common-sense and pleasant method of dealing with them." At the recent meeting of the Association of Higher-Grade Schools, as *Education* succinctly puts it, "Dr. Macnamara dilated upon snobbery, County Councils, &c." So much depends upon the point of view—whether it is from above, or below.

THE Association of Directors and Organizing Secretaries for Technical and Secondary Education, at their meeting early last month, passed a resolution in appreciation of the proposals of the Board of Education Bill, and expressing the hope that means would be found to enlarge its scope, so as to confer on Local Authorities the full powers desiderated for them by the Royal Commission.

FURTHER particulars of the establishment, extension, and adaptation of permanent institutions, by Local Authorities, for the promotion of technical education, are given in a carefully compiled return in the current number of Sir Henry Roscoe's excellent *Record*. Progress, since the Technical Instruction Act of 1889, has certainly been remarkable. The forward movement, no doubt, received a potent artificial stimulus from the Local Taxation (Customs and Excise) Act of 1890, but the facts are full of significance. Here is an interesting table from the return:—

CAPITAL EXPENDITURE UPON TECHNICAL SCHOOLS SINCE 1889.

	Total sum involved.	No. of Localities.	No. of Buildings.
(a) County Boroughs.....	£1,351,193	50	69
(b) Non-County Boroughs and Urban Districts	826,376	166	172
(c) Counties	112,853	22	26
Totals.....	£2,290,422	238	267

THE sources of this sum of two millions and a quarter form an instructive table. Taking the average of all the authorities concerned, it will be found that the rates have been burdened for loans to the extent of 41¼ per cent. of the total sum involved; the residue grant has contributed 31½ per cent.; donations and subscriptions amount to 23¼ per cent.; while Science and Art grants, and special "lump sums" from rate funds, have given 3½ per cent. Counties and non-county boroughs are, of course, far ahead of "administrative" counties in the matter of rate aid. The requirements of the former are greater, and their difficulties less. Thus in county boroughs 56½ per cent. of the expenditure has been raised on loan, and 14¼ per cent. from the "residue." For the counties the figures are 24¼ per cent. and 63¼ per cent. respectively.

It is worth noting that from 1861 to 1889 the Science and Art Department allocated building grants amounting to £24,120 to fifty-two schools. From 1889 up to the recent date of the withdrawal of these grants the Department paid £47,016 in respect of sixty-eight institutions.

THE County Councils making "doles" to local or district Committees—a system which is said to provoke greater local interest, but which certainly renders administration in the direction of permanent undertakings extremely difficult—are decreasing in number. An authority, having adopted the system, is not able to change it without the exercise of considerable care, discretion, and courage. Local Committees naturally prefer to "handle the money," to enjoy the privilege of initiating projects of their own. But the resources at their disposal are, as a rule, insufficient to enable them to formulate, and carry through, an effective educational enterprise. Their measures are popular, and in education the popular is invariably the trivial. This characteristic increases the difficulty of introducing a sounder policy to the approval of the County Council, and members are frequently less susceptible to the intangible possibilities of a well considered policy than to an immediate manifestation of satisfaction among their constituents. In technical, as in secondary, education county and county borough areas are, for administrative purposes, small enough, and further decentralization can

only result in the sacrifice of general progress to parochial aspirations, and in the dissipation of money and effort upon tentative undertakings.

THE Educational Committee for the Parts of Lindsey, having in previous years allotted a moiety of their fund to local Committees, decided last year to adopt a new scheme, and administer the whole of the residue from headquarters. In the annual report, just issued, it is stated that, as shown by the first year's results, the Committee regard the working of the new scheme as satisfactory. The points where the most material improvement is manifest are thus stated: (1) The waste of funds by odd single lectures, and short, incomplete courses of instruction, and lecturers sent to places which have never asked for them, has now practically ceased. (2) A large increase in the number of evening continuation schools. (3) An increase in the amount of agricultural education. (4) A more active interest on the part of local committees of managers. These improvements alone are sufficient to justify the change; and, for the future, the County Authority is in a position to encourage that which ought to be done, and discourage that which ought not to be done, with the full power of the purse.

THE report of the Lindsey Committee is drawn so that he who runs may read, and presents a complete review of the work done. A total of thirty five evening continuation schools yield these averages as regards attendance, grants earned, &c.:

Hours Worked.	Average Attendance.	AVERAGE GRANTS.		
		Education Department.	County Council.	Total.
102	17.3	£14. 9s. 2d.	£9. 2s. 6d.	£23. 11s. 8d.

From these figures, it will be seen, the schools earned on the average something over 4s. 7d. an hour for their work—a satisfactory remuneration—under the Science and Art Department there were 32 classes with an average attendance of 15. The examination results were not, apparently, forthcoming at the date of the report. Of commercial classes there were 23, the average attendance being 17. At classes in other subjects—manual instruction, ambulance, cookery, dressmaking, home nursing, and laundry—satisfactory attendances are recorded. Grants were made to eight secondary schools amounting to £450, and 18 junior and 2 senior scholarships awarded. The average attendance at courses of six lectures in agricultural subjects was 21, and the Dairy School visited 15 centres. On the whole, the County of Lindsey appears to receive a good return for its expenditure of about £6,000 per annum.

THE RELIGIOUS IMPASSE.

IF any vital problem of the day could be a matter of indifference to the educationalist, it certainly could not be that which besets religion—the thing, of all others, most necessary to be taught and most difficult to teach. Yet we do not know that we have yet seen anywhere a candid and intelligent discussion of the present widespread embarrassment—"deadlock," we might almost call it—in matters of religion. The disorders (to use no stronger term) prevalent in the Anglican Church, the recent reaction against the gradually extended invasions of extreme Ritualism, even the fears expressed that the impending discussion of these questions may endanger the "unity of the Church," have caused many to reconsider the real value and meaning of that supposed unity. It is felt—and will, we think, be felt more strongly—that, underlying the obvious ecclesiastical disorder, there is something wider and deeper in the way of religious confusion.

What, in the first place, is the unity of the Church? It is, as we know, apart from its sacred origin, an historical and a traditional convention, a working compromise, like other of our most valuable institutions, directed in particular to the furtherance of high spiritual and philanthropic ends; first and foremost, the greatest educational mechanism in the country, with the weight and *clat* at its back of that which, in a free country, transcends all other sanctions—the State.

So much for the strength, the prestige, of the Church as a corporation, a united body. But its unity is, after all, only like that of a political party—an alliance, a concord of human beings subject to all the influences of their age. And, as to all such forms of union and compromise, there must, from time to time, arise the question, not what has been or might be under other circumstances the practical value of such a mechanism, but how great a strain does adherence to it put upon the intellectual conscience of our own day? Conventions, we must remember, are the shells which first protect, and afterwards imprison and even crush, living ideas.

By the phrase "religious deadlock" we do not mean, of course, an extinction of religious feeling, but simply that the religious beliefs, doctrines, and institutions of the country have somehow progressed or digressed into what is, if we choose to contemplate it, a logical *impasse*. The personal religion of the day is, it is a mere platitude to say, in a state of solution. And this has come by no one's fault in particular, but through the existence of the "Establishment" with its Articles, creeds, and stereotyped doctrines—to be, as we have said, a source of embarrassment. We believe there is scarce an English household where this has not made itself felt, during the past decade in particular, and that the burden of it principally falls on those concerned with education. It concerns them, in fact, on two grounds: firstly, because, if they feel, as most of them do feel, bound to teach religion, upon them falls, in the first instance, the problem of formulating it sincerely; and, secondly, because the "Church" practically controls the greater part of our public education. We see clearly enough—a view shared, we must admit, with monarchs like Louis XIV.—the desirability of making religion a national institution. It is equally clear that, if this desirable object could not be obtained by "dragoonading," neither can it be obtained by the despotism of a venerable tradition acting on the freer developed consciousness of our own generation. There must, in fact, be some limits to the constant and increasing strain upon language—dogma, that is—and character.

Not to revert to the crude mediæval dichotomy of belief and character characterized by Bishop Blougram, when a man

With soul more blank than this decanter's knob,

could

Believe—yet rob, lie, murder, fornicate,
Full in Belief's face,

we are beset by the danger of a parallel duplicity, *mutatis mutandis*, eating its way into our life. The type of educated man who, a generation or so ago, could be orthodox without any of the "embarrassment" we have referred to, is not the characteristic type of our own day. He would now more probably be "outside all the Churches"—an adherent, perhaps, of one, but not a "committed" adherent.

Might we not appeal with confidence to the feeling prevalent in our leading Universities? Is it not the general impression, for example, that the *best* of our young men—best, that is, not merely in character, but in what may be called *spiritual refinement* (the thing most wanted in a minister of religion)—do not "go into the Church" nowadays? Who have taken—are taking—their places? Healthy "Philistines"—shall it be said?—of sterling goodness, who do not mean to "bother about doctrines," and, in their enthusiasm for a life of philanthropic activity, accept any attitude offered them by their teachers or rulers with regard to "difficulties"—the sort of difficulties that nearly drove F. W. Robertson out of the Church in the 'fifties, and would certainly keep out men of his calibre in 1898—but which a less intellectual class could scarcely profess to deal with for themselves; or, again, men of slightly lower "antecedents" and intellectual taste, to whom the Church, besides nobler openings, offers the irresistible attraction of a rise in the social scale.

Perhaps. But a more significant class, we should suggest, are men of good enough position, intelligence, and learning, to whom entry into the Church means a more decided sacrifice of part of themselves—a sacrifice approved in more conventional days, but upon which the fierce light of nineteenth-century positivism beats with an increasing hostility. Such persons, on quitting the modern educated "world" to take Orders, seem to regard their ordination vows as certain travellers look upon the "declaration" made in passing a custom-house. It conceals a number of small articles which they are determined to take with them—things which the existing anomalies of law make contraband, but which *they* only intend to use for some good and sensible purpose. Here, again, all is matter of degree. A Tauchnitz novel may pass the inner *douane* of conscience, but, long before we get to ten dozen of cigars, the sophisticated traveller stands self-condemned.

There are too many, we mean, who enter the Church with part of their consciousness "closed," as it were, "for repairs." The repairs, amid the engrossing interests of a practical "career," never get executed, and a "divine" is finally manufactured out of a stunted individuality—a divine with, perhaps,

a decided taste for elevating the priestly caste into a mystic atmosphere, secluded from the actuality of modern thought.

Inside and outside alike of the domain of "Orders" there appear, in fact, to be two religions—the "non-sectarian" Christianity of the nineteenth century (a "hazy theism" did not Mr. Mallock call it?); and the technically correct Christianity, "imprisoned," as Walt Whitman puts it, "in the Churches."

The successful preacher, the eminent divine (or he would not long be successful or eminent), reaches out, with gymnastics that at times appear agonizing, a long way from between the bars of his prison. For the most popular sermons are either sweetly and vaguely mystical expositions—obscurations, that is—of unpalatable theology, illuminated, perhaps, by what Charles Kingsley calls "the sixth sense of the angelic or supra-lunar beautiful," or practical, cultured, and literary discourses, with (as a celebrated prelate observed) "not enough religion in them to save a tomtit."

Serious persons who can explain away in cultured fashion the "white elephants" of outworn (but, unfortunately, stereotyped) orthodoxy, and, in their goodness, appear not to know what they are doing, have become invaluable. Hence the satisfaction which (during the development of the higher criticism) has greeted volume after volume of "Broad Church" theology, the essence of which was but one more hopeful and pious attempt to "square the circle" of the old and the new.

But "the embarrassment" of the situation most materially affects not those who are inside the Church, and, in the opinion of Protestant critics, ought not to be there, but a large and important body of other persons who remain outside the Church, and, by every moral and spiritual qualification ought—for the national well being—to be within it. We refer, of course, to the practical monopoly of upper-class education by the Anglican priesthood—a monopoly won by the Church on its own merits, and for which a great deal no doubt may be said. But, at the present moment, the conventional requirement of "Orders" is practically barring the educational career to large numbers of the most competent and desirable candidates. At the door of preferment stands a Church which, one may truly and charitably say, *does not know its own mind*, but refuses to put into plain words the licence actually prevalent and "established" within it, and persists in demanding from the representatives of an intelligent profession a "test" from which the more refined consciousness of the day has long since begun to shrink. We do not hesitate to assert that there is no important centre of education where this *génant* sense, either of unreality or of anomalous restraint and obstruction, has not made itself painfully felt. To the persons who feel it, comprising, as they do, some of the most valuable of our public servants, the message of the Established Church has not the accent of candour and straightforwardness prevalent in the civilized and cultivated "lay" world. And they are not prepared to do evil—the evil of pretending "that what is notoriously gone is still here"—even in order that practical good may come of it in another sphere.

In another respect the trouble affects peculiarly all educational works. A man may, with a tolerable laxity, "hold" views, if he need only once (to revert to the custom-house metaphor) "declare" them, and then with considerable reservations. It is different when he has to expound them, either as parent or schoolmaster, to the candid and inquisitive mind of youth. Thus orthodox doctrines are daily taught nowadays to children and to divinity students by the more conscientious pastor or master in the nervous fashion of an incompetent arithmetician, doing sums on a blackboard and quickly rubbing out any definite result. They are taught in order to be diluted or "transmogrified" into, and so, forsooth, supported by, some ethical truth which is leagues remote from them and self-evident enough, perhaps, by itself. A light course of orthodoxy is considered a judicious introduction to the "modern attitude" inevitable unless the pupil be shut out from the world. Every one knows that the Christianity of ordinary English Christians is not the Christianity expressed in the venerable formulæ of the Church, which yet, by their traditional *déclat*, intimidate the feeble modern mind.

It is not here proposed to consider by what particular reform this "dichotomy" should be remedied; whether, for example, a revision of the Book of Common Prayer, the elimination of several of the Articles, the re-definition, or, rather, release from definition, of this or that doctrine or dogma, might not do something to relieve the prevalent "embarrassment," and make the

"unity of the Church" of more satisfying and actual a nature. Our aim is merely to draw attention and consideration to certain facts. Are we not reaching a religious crisis where more candour may be fairly asked and hazarded?

If the bishops, the authorities of the Church, are to speak with a certain sound on the abuses of Romish Ritualism, may they never venture to say firmly and aloud what we know they would say to the intelligent critic in a smoking-room, that the practical philanthropic and spiritual activity of the Church is not really or intimately dependent upon its stereotyped creed or doctrines? Or is the troubled thinker only to look for "mistiness," which Cardinal Newman long ago described as "the mother of (archiepiscopal) wisdom"? "A man who can set down half a dozen general propositions, that only escape from destroying one another by being converted into truisms, . . . who never enunciates a truth without guarding himself against being supposed to exclude the contradictory, . . . who holds that faith only justifies, yet that it does not justify without works; that grace does not depend upon the sacraments, yet is not given without them; that bishops are a divine ordinance, yet that those who have them are in the same condition as those who have them—this is your safe man, . . . what the Church is said to want; not party men, but sensible, temperate, sober, well-judging persons, to guide it through the Channel of *No Meaning, between the Scylla and Charybdis of Aye and No.*" And, surely, since this satire was penned, we have been training too large a supply of adepts at this dangerous and trying feat. Surely it is time that, by a frank and honest survey of the outline of the coast, rough and irregular as it may turn out to be, these perils for ecclesiastical captains and passengers were comprehended and lessened.

One of the most eminent of our younger divines—a headmaster then, and now a bishop—contributed to a recent Congress a significant phrase: "The Church," he said, "should deal with the problems of the day in a spirit of *sanctified common sense.*"

What has "sanctified common sense" to say to the "religious deadlock," as we have ventured to call it, of the present generation? It is religion, presumably, by which "common sense" is "sanctified." Has "common sense"—that sense uncommon—any power, in return, of actualizing religion, the religion "imprisoned" in the Orthodox Church?

OPENING OF THE CENTRAL BLOCK OF THE UNIVERSITY COLLEGE OF WALES, ABERYSTWYTH.

[BY OUR SPECIAL REPRESENTATIVE.]

ABERYSTWYTH, a rising watering-place of some eight thousand inhabitants, was *en fête* on October 26 and 27. Signs of this were not wanting on the evening of October 25, when numbers of visitors began to pour into the town, and when flags and trophies waved over public buildings, especially on the promenade. Students had assembled in considerable numbers at the station, and greeted each new arrival with shouting, laughter, and very respectable singing.

Next day festivities began in earnest. Sir William V. Harcourt, M.P., arrived shortly after noon, when enthusiastic students promptly removed the horses from the carriage, and drew Sir William in triumph to the Hotel Cambria. Sir William was the guest of Mr. A. Humphreys-Owen, M.P., at Glansevern, Montgomery, and was accompanied by his host and hostess, Mr. Lewis Harcourt, and other distinguished guests. A public luncheon was held in the Assembly Rooms, at which were present, in addition to those named, Dr. and Mrs. Butler (of Cambridge), Sir Lewis Morris, Principal Roberts, Alderman J. F. Roberts (Lord Mayor of Manchester), Mr. and Mrs. T. E. Ellis, Principal and Mrs. Viriamu Jones (of Cardiff), Principal Reichel (of Bangor), Principal Edwards, D.D. (Bala), Sir M. Lloyd, Dr. R. D. Roberts (Cambridge), and a large number of other persons interested in education, as well as civic dignitaries and members of Parliament. Loyal toasts, and others wishing success to the College at Aberystwyth and to its presidents, were drunk. Afterwards, a procession was formed in Market Street, the almost perpetual drizzle of the preceding twenty-four hours ceasing for a brief space. The procession had tarried in hope of speeches, provoked by song and cheers. The Master of Trinity, in his quietly humorous way, declined to make a lengthy speech, on the ground that it would keep his well-disciplined young friends waiting. On arrival at the College, the Lord Mayor of Manchester presented Sir William with a handsome silver-gilt key with

his arms and crest enamelled upon it, as well as his motto, an owl as the emblem of wisdom, and the Welsh leek. Sir William declared the new central block open, walked through the buildings, and then the procession went on to the Royal Pier Pavilion, the largest hall in Aberystwyth, filled to overflowing for the occasion.

Both Sir William and the Master of Trinity were greeted with tumultuous cheers, and were evidently much touched by the enthusiasm of Young Wales. The College song was capitally rendered by the students:

"What may your motto be,
O College by the sea?"

* 'Aberystwyth fu a fydd!'"

At length, and after much more cheering, the excitement and enthusiasm subsided for a time, whilst the Recorder presented an illuminated and bound address of welcome from the Corporation to Sir William.

Alderman Roberts, Lord Mayor of Manchester, presided, and in his opening speech alluded to the generous help Sir William Harcourt had given Aberystwyth College when Chancellor of the Exchequer. He had promised them, in August, 1894, a grant of £10,000, provided the Welsh would raise £5,000. This was done by the help of generous friends, by the contributions of quite poor people, and by two hundred and fifty collections taken in places of worship.

Principal Roberts, a picturesque figure in his silk robes, then rose, and rehearsed some of the College benefactors and helpers. He dwelt on able men who had laboured on its behalf, and who had been called to other posts, or whom death had claimed; on how the grant had ceased for a time on the establishment of the sister colleges in North and South Wales in 1884; on how fire had destroyed the original College in 1885, and with it the men's residence; but courage and determination had never lacked. Fresh chairs, such as Chemistry, Geology, Zoology, had been founded; new departments, Agriculture, and a Teachers' Training Department, had been added. A silent revolution was taking place in the six counties associated with the Agricultural Department. The new block opened that day marked another great effort in the growth of the College. They had now more than four hundred students, of whom a hundred and ninety were women.

Sir William Harcourt then rose amid a scene of remarkable enthusiasm. It would be difficult to say whether he or the students enjoyed it most. Sir William explained how his gift of public money to the College had been founded on the sound Bismarckian principle: *Do ut des*. They had reason to be dissatisfied with education in England. He did not say this as a discontented member of the Opposition, but on the authority of the Vice-President of the Committee of Council, an able administrator. They spent great sums on elementary education; but it was lamentably deficient. A sound fabric of education should have its elementary or ground floor, its intermediate or first floor, and its highest story, University education. Architectural peculiarities in England were such that often they seemed to have no ground floor, and sometimes very little of a first floor. The Jacob's ladder to the University should be such that the humblest of Her Majesty's subjects should be able to rise to the highest stage if his ability and industry were equal to the task. When the speaker entered the House of Commons thirty years ago, there was no system of elementary education; now the present Parliament had on the stocks a sound system of intermediate education. In this Wales had taken the lead. Mr. Fearon had recently spoken at Keighley of their system as a romantic story. Sir William recalled the names of men who had helped Wales to organize it—Lord Aberdare, Mr. Osborne Morgan, Mr. (now Sir) H. Owen, Mr. Arthur Acland. It was due to them that the foundations had been well and truly laid. The Welsh wanted a system to suit their own needs and peculiarities. Personally he looked upon education as the luxury of the rich, but the necessity of the poor. Schools had been established in every Welsh county; the establishment of the Central Educational Board had been a remarkable achievement. The pupils had in two years doubled their numbers: 3,400 in 1896, 7,000 in 1898. The increase had largely been among the girls. Bursaries now amounted to £7,500 annually; the staff numbers 360 teachers. The Welsh had come forward, rich and poor alike, to erect and maintain suitable schools. Sir William then reviewed some of the features of University education. For the College at Aberystwyth £60,000 had been raised in 100,000 separate contributions. The students had increased to 400, and almost half of them were of what he should call the stronger sex. The Alexandra Hall was a great feature of the College; the Training Department was another. From the intermediate schools the College received suitable students, and sent them back as trained teachers to intermediate and elementary schools. The different faculties were then named by Sir William. He was glad to see Welsh among their subjects of study. He had been assured that Welsh prepared students for the niceties of other languages. Insularity caused English education to be deficient in languages. They must prepare to fight a hard battle in defence of the

* "Aberystwyth has been and will be."

greatest commerce in the world. There was, however, not only the utilitarian point of view to be considered, but the pursuit of happiness. The key of knowledge opened the greatest happiness in cultivating taste, stimulating desire, in giving a pleasure which did not stale amid all the storms and stress of life. Those who laid solid foundations such as they now saw in Wales endowed her children with the greatest wealth which it is in the power of one generation to bestow on another. (Loud applause.)

A vote of thanks to Sir William was proposed by Mr. T. E. Ellis, seconded by Principal Bebb, of Lampeter College, supported by Mr. Humphreys-Owen, and carried with great enthusiasm. In responding, Sir William turned round to address a large number of the students behind him, reminding them how great were their opportunities, and adjuring the young people to use them well. He was of the nineteenth, they of the coming, century, and they must make it a better and happier century for the nation to which they belonged.

A large part of the company then adjourned to the Alexandra Hall, where Miss Carpenter welcomed them warmly. Students offered tea and refreshments in the dining hall, and many studies and dens, gay with flowers, plants, and light, were open for the inspection of visitors. Sir William Harcourt was conducted round the hall by Miss Carpenter.

The meeting already described was held in the afternoon. The same evening the company met at 7.30 again in the Pavilion, which was densely crowded, to hear the inaugural address to the students by Dr. Butler, Master of Trinity. Sir William Harcourt was now a listener. The students were as demonstrative as ever, and cheers and songs greeted distinguished guests. By a happy chance Dr. Butler's address was on "Intellectual Enthusiasm." He quoted Prof. Adam Sedgwick, who used to be known as the Grand Old Man of Cambridge, the geologist and great friend of Cambrian rocks, as once saying to a group of students: "I cannot make you geologists, but I can fire your imaginations." And this was what Dr. Butler did with his audience; grey-headed educationists admitted that they had never listened to a finer discourse. It was carefully prepared, every word was read, but uttered with such passion and conviction, such zeal for things pertaining to the intelligence, that he carried his audience with him, and a certain section of it a highly critical audience. Dr. Butler reminded the students that in this College they must fashion the ideals of the coming century; there they must make friendships; push the advance of science through special regions. Nothing could be more important than the spirit they brought to their studies; was it a prudential calculation of interests, or lover-like transports for knowledge itself? A quotation was then made from Mr. Ruskin on the leading motive of a student's work, whether it were the support of his family, the winning of a bride, or, Dr. Butler would add for the ladies, the support of a bridegroom. The opinions of other immortals were then quoted, Goethe, Bunsen, Wordsworth, S. T. Coleridge. "The temple of my youth was strong in moral purpose," said Winthrop Mackworth Praed. Dr. Butler begged his audience not to regard him as pedantically serious, but to lend him their ears, and a corner of their conscience. Whatever their career—guides and teachers, scientific discoverers, or peaceful domestic life—let them pray that the flame of enthusiasm might ever burn as brightly as that day. To teach when languid, bored, because a man must, because he was paid to do it (a principle that appealed too powerfully to a commercial nation), was disgrace, nay, profanation. The wise must preserve the oil of spiritual things; when the love of knowledge is marred by vanity, love of display, sport, traffic—these or any lower impulses—then profanation begins, and the house of worship becomes the house of merchandise. He described the students of Roger Bacon's time (after Mr. Rashdall) as unruly, pugnacious, far from being members of temperance societies, and all of one sex. (Delighted cheers of students at each comma.) But what ardour, faith, thirst for truth and knowledge, readiness to endure hardship! They studied three hours before breakfast; and often lived in reed and mud huts. Amusements too were absent, bat and ball forbidden, respectable chess banished. A portion of the students had recourse to hawking, poaching, highway robbery, stone-throwing, wandering at night, shouting, singing, beating the watch. (Loud cheers of students.) Physically, they might be lawless, but intellectually they were enthusiastic. Did any there wish to rival them in lawless freaks? For himself he should say "No"; but, perhaps, he could not speak for all (turning round to face cheering students) this audience. Is intellectual enthusiasm safe here, or has it anything to fear from amusement? Where is the mailed fist, Bismarckian or Imperial, that can hold the balance firm between intellectual enthusiasm and love of pleasure? There is great enthusiasm for athletics; in this branch of ethics the schoolboy pays filial deference to the opinions of his pastors and masters. A headmaster had jocosely asked why there should not be a fellowship for the high pole jump. "On the shore of this melancholy ocean" [an allusion to the constant beating of the waves against the piers of the Pavilion], and speaking as a reformed character, he must reassert that the great glory of a University was its reverence for knowledge, the greatest happiness of the greatest number of students fired with intellectual enthusiasm. Besides the danger such enthusiasm might suffer from athletics, there was also the spirit of criticism when carried to excess. Their Balance

of Power should include reverence for imagination. Where criticism is paramount, imagination dwindles; there is fear of being caught in a blunder, the dislike of being fertile and fallible. Imagination needs sunshine and sympathy; else it shuts its petals and withers. And the third foe of a man's intellectual enthusiasm was within himself, intellectual infidelity, gradual self-decay. Only despise reason and knowledge, permit thyself to be confirmed in delusion, and, like the devil with Faustus, *so hab' ich dich schon unbedingt*.

Dr. Butler then quoted from the letter of a Cambridge student in 1797 addressed to his father, filled with enthusiastic praise of Adam Smith's "Wealth of Nations," then just published. This turned out to be a letter from the Master's father to his grandfather. Dr. Butler concluded by describing the coronation of our Saxon and Norman kings, how head, breast, shoulders were touched with consecrated oil by the Primate, the King receiving from his hand the sword, bracelets, mantle, crown, ring, sceptre (a cross rising from an orb) in the right hand, a wand surmounted by a dove in the left hand. Whilst the choir sang "Te Deum laudamus," the Archbishop spoke the words to the newly anointed King: "Sta et retine." They needed no word of farewell from him, a stranger among them, and yet they should have it: "Sta et retine." (Loud and long continued applause.)

Mr. A. C. Humphreys Owen proposed, Prof. Angus seconded, and Sir W. V. Harcourt supported, a vote of thanks to the Master of Trinity, carried with such deafening cheers that Dr. Butler, greatly moved, said he could never forget their kindness, and that, when he himself had passed away, it would be a cherished memory to those he left behind.

Later the students conducted Sir William Harcourt to his hotel, drew another brief speech from him, and then marched the length of the sea front to the furthest point, Alexandra Hall, in a torch-light procession, in honour of the guests.

Next day a University Court was held in the Pavilion, in the centre of which was a huge ellipse composed of members and officials in brilliant academic costume. The degree of Doctor of Divinity was conferred upon the Rev. T. C. Edwards, *honoris causa*, a former Principal of Aberystwyth College. Afterwards were admitted to degrees twenty-seven men and eleven women from the three University Colleges of Wales. The students were presented individually by the Principal or Procurator of their College with a Latin formula. The Vice-Chancellor, Prof. Viriamu Jones, received each candidate, pronouncing a Latin formula of admission to the degree, and giving him or her the right hand of fellowship. Candidates then advanced in groups to the Deputy-Chancellor of the University, Dr. Isambard Owen. A bow to Mr. T. E. Ellis, Warden of the Guild of Graduates, who kept frequently removing and replacing a gold tasselled cap, completed these somewhat complicated proceedings, which appeared to damp even the ardour and high spirits of the male undergraduates, and utterly to quench the recipients of degrees. Only one young lady, and no young man, was able to smile.

In the evening the women students presented a solid silver tea and coffee service to Miss Carpenter, as a mark of their esteem and gratitude for eleven years of unremitting devotion to their interests and well-being. Students were divided into present, old, and "antediluvians." The Misses Perman, Tremain, and Etherington made appropriate speeches, dwelling on the gratitude of the students to Miss Carpenter for her care and anxiety on their behalf. At the close of the presentation, the horses were removed from Miss Carpenter's carriage, and the Lady Principal was dragged by some thirty or forty students along the promenade to Alexandra Hall, accompanied by large crowds, many of the students singing lustily.

CORRESPONDENCE.

THE ROYAL UNIVERSITY OF IRELAND AND MODERN LANGUAGES.

To the Editor of The Journal of Education.

DEAR SIR,—We have heard much of the grievances of teachers for Intermediate examinations in Ireland, but those of University lecturers and teachers have been endured in silence, which, I fear, encourages the Royal University—or that department of it which is responsible for Modern Languages and Literature—to persist in a course which is distinctly discouraging to the teaching of these subjects on any sound basis. Their treatment of literature is strikingly illustrated by the questions set this year in the examination for the B.A. degree in Modern Languages. For the German section of this examination a certain number of classics from the eighteenth and

nineteenth centuries are prescribed, and also the history of the literature of these two centuries. Of course, the "set books" give rise to some questions on the history of literature. For instance, in connexion with the Schiller-Goethe correspondence, candidates were asked: "Who wrote 'Lorenz Stark,' and where did it first appear?" and "Name the author of 'Hundsposttage.'" But on history of literature, independent of notes to "set books," only two questions were asked. One would at least have expected that these should be representative questions; but one of them was: "What led Karl Gutzkow to make an attempt upon his own life? When, and under what circumstances, did he die?" Could anything be worse as an attempt to discover how far candidates had really grasped their subject? Students who had pinned their faith to Sells's "Outline" came out rejoicing; but what about those who had spent time in trying to follow out the literary development of the two centuries, to understand something of the mind of Goethe, to distinguish between the spirit of Classicism and that of Romanticism—students who had taken as guides Hettner and Scherer, instead of some brief primer full of biographical details and literary catch-words? For them there was no test at all. The second and last question devoted to history of literature was: "Name the chief literary critics of the second half of the nineteenth century, and discuss their respective merits"—a question of rather doubtful value for young students, though interesting in itself. The omissions in this section I need not dwell on. Would any teacher of German literature recognize those two questions as a fair test of a year's work devoted to the "great century"?

In the M.A. Examination the subjects for a German essay were curiously chosen. The candidates had to write on one of the following: "The Advance in German Historical Research," "The German Policy in Eastern Asia," and "The Benefits of Family Life"! It is quite possible for a good student not to be sufficiently "up" in the first subject for a three hours' essay; the second is full of technicalities which would probably be prohibitive; and so it might turn out that a student, well trained in literature and language, would be forced to spend three hours in hammering out commonplaces on family life as a test of proficiency.

Next to minute biographical details, the examiners favour questions of a discursive popular type. "L'Universalité de Molière," "La Beauté descriptive dans l'Œuvre de Chateaubriand"—these "themes" were set down as questions on French literature for the recent M.A. Examination, and seem well fitted to encourage a general flow of vague rhetoric.

History of language comes off equally badly at the hands of the examiners. The subject of phonetics is persistently ignored. The paper on the history of the French language set for this year's B.A. Examination contained no question on the history of sounds, while it did contain the following curious specimen of the knowledge considered essential to the subject: "Mention some discoveries on theories connected with the names of Raynouard, Lacurne de Ste-Palaye, Diez, Littré"! Do the examiners in Modern Languages pay any attention to modern ideas and work in their own field?

I fear I have already trespassed too far on your space, and so must suppress any further illustrations of the class of examination under which we suffer. One serious difficulty I must mention—one which affects other branches of study besides that in which I am personally interested. Many of the students presenting themselves for examination and for competition for exhibitions and scholarships are examined by their own teachers. With the best intentions in the world on the part of the examiners, this must put these candidates on a different footing from the others, and it does not tend to increase the general confidence to hear these fortunate students rejoicing over some catch: "Oh, we knew he would give us that! It is his favourite question."—I remain, yours faithfully,

Victoria College, Belfast.
October 22, 1898.

E. M. CUNNINGHAM.

"A DIALOGUE ON MORAL EDUCATION."

To the Editor of *The Journal of Education*.

SIR,—I wonder if I may venture to raise a mild protest on one or two statements in your appreciative review of my book on "Moral

Education." I do not complain of the criticisms made—they were inevitable; only I think you have rather missed the point—which I may not have made clear enough—that the whole discussion is meant to be from the ideal standpoint. From this point of view I still venture to hold that there is much to be said for Mr. Herbert Spencer's doctrine of natural punishments, though, if you will look again, I think you will find that doctrine is not accepted quite so absolutely as you represent. At its first mention, on page 151, it is expressly stated that the author pushes his theory to an extreme. And later, on page 163, the acceptance of the theory is guarded by being supposed to fit in with the general scheme expounded. Of course the scheme is impracticable; but it is well sometimes to judge life from an outside standpoint.

Again, as regards children and servants, you say that there is only a faint challenge from two of the ladies. So far is this from being the case, that, three or four pages later, the Doctor, who made the original proposition, is driven from his ground, and has to make an alternative—though, from his point of view, inferior—proposal. No doubt it is true, as you say, that the views intended to be enforced are not always easy to find; but it was precisely because there is so much to be said from different points of view that I chose the dialogue form. What my own individual views may be is a matter of little moment to any one but myself.

I should like to argue one or two other points raised in your interesting review, but can hardly do so in a letter. I should only like to say that I do not consider that my doctrine of self-abnegation—in moral matters, be it remembered—is bound to be antagonistic to the psychological doctrine of realizing oneself, if, indeed, I understand that doctrine aright. It always seems to me rather a mystifying way of putting a not very recondite fact.

But, Sir, one point above all has invoked this letter. I could have borne with calm patience the slight misunderstandings to which I have referred, but who could bear with philosophic soul to be described as a former scholar of a non-existent college—non-existent now, through all the past, and, I suppose, through all the future? On what barbaric, uncouth shores has your reviewer so long dwelt that he no longer knows the meaning of those cabalistic letters—C. C. C.? Alas that the *Journal of Education* should have fallen so low! Does it not give the enemy cause to blaspheme? Of the bitter shock to one who has sat as a patient scholar at your feet for so many years I will say nothing, only subscribe myself your humble but grieved pupil and worshipper,

22 Wentworth Place, Bolton.

F. H. MATTHEWS.

November 5, 1898.

[Habes confitentem Cantabrigiensem.—THE REVIEWER.]

OXFORD HEADMISTRESSES' CONFERENCE.

To the Editor of *The Journal of Education*.

SIR,—My attention has been drawn to a slight error in the paper read by Mr. Sidgwick at the Oxford Conference of Headmistresses and University teachers of women students. The Central Library to which he referred was not founded by Mrs. Nettleship, though it has received very generous benefactions from her and other members of her family. On the death of Prof. Nettleship, a fund was raised by the subscriptions of his friends and the women students he had taught at Oxford, and was devoted to the founding of a library for the benefit of the students of the Association for the Education of Women. To this library, which bears Mr. Nettleship's name, and is intended to commemorate his services to the cause of women's education in Oxford, Mrs. Nettleship presented a number of her husband's books, and his mother and other members of the family presented a large portion of Mr. Lewis Nettleship's library. The Council of the University made a grant of books from the Clarendon Press, and for the last two years the Council of the Association has voted £40 towards its support. It contains more than two thousand books, and is the only library open to all women students registered on the books of the Association. I am glad to have an opportunity of drawing attention to it, as, like most libraries, it is in need of funds.—Yours faithfully,

ANNIE M. ROGERS,

Hon. Secretary to the Association for the Education of Women in Oxford.

Clarendon Building, Oxford.
Nov. 21, 1898.

P.S.—You will perhaps permit me to add that copies of most of the papers written for the Conference and a summary of the B.A. course can be obtained from the Association office, price 2d. each.

THE HIGH-SCHOOL HOMES OF DENMARK.

To the Editor of *The Journal of Education*.

SIR,—I am pleased to see, from the letters of your two correspondents in the November number of the *Journal*, that I was only singularly

unfortunate in my experiences of the high-school homes of Denmark, and that they consider them, in many cases, such desirable stopping-places. No doubt it seemed, from my first letter, that I was both hasty and unjust in forming an opinion on all the homes after staying at one only; but I may, perhaps, mention the following additional facts in extenuation of my remarks.

We arrived at the Kolding home in the evening, and were by no means cordially received by the manager, who showed us two bedrooms, for each of which he asked four kroner a night, a sum much in excess of hotel charges all over the country. The whole house was pervaded by a most objectionable and insanitary odour, and, when we found also that the beds had not been touched since the morning, we thought we knew as much as we cared for about that home.

At Odense I made the acquaintance of a Danish teacher from one of the schools there, and, being still anxious to try the other homes mentioned in the list, I asked her opinion of them. She told me, in English, so I am sure there was no mistake on my part, that she would certainly not visit them herself, nor had she ever heard that they were frequented by teachers, being intended for the use of past pupils in the schools, who were nearly all of the peasant class. Still, I inquired again when staying with some Danish friends at Elsinore, only to receive a similar answer.

On my return to Esbjerg, I met an English high-school teacher staying at the Missions Hotel, who had come to Denmark, like myself, to stay at the high-school homes wherever possible. She told me she had taken the precaution of writing for rooms at the Esbjerg home beforehand, but, failing to get a reply, had put up at the Missions Hotel instead. Her account of the home, which she inspected during her stay at Esbjerg, was not nearly as favourable as that of Mrs. Peake; but no doubt a closer acquaintance with it would have revealed its charms. Her experiences at the Ribe home seemed, on comparing notes, to have been as unsatisfactory as mine at Holbek.

I wrote so strongly in my first letter on the strength of these adverse opinions and my own uncomfortable stay at Holbek; but I feel sure that the alteration in the Danish list proposed by the Committee will do away with all possibility of misunderstanding, and ensure to all English visitors to the high-school homes a pleasant and satisfactory stay in hospitable little Denmark.—Yours faithfully,

J. HALFORD.

To the Editor of The Journal of Education.

SIR,—May I be permitted to add my testimony to that of Mrs. Peake respecting the high-school homes of Denmark? A girl friend and myself were travelling in various parts of that country during the past summer for some five weeks, three of which we spent in Mr. Holm's home in Copenhagen. This is already so well known to readers of the *Journal* that any further commendation of mine would be superfluous. Suffice it to say, we were so happy and comfortable there that we look forward with the greatest pleasure to revisiting it at some future date. From Copenhagen we went to Svendborg, a most lovely little town in the extreme south of Fünen. Here, too, we stayed at the home, which is a large, well built, modern house, excellently furnished, beautifully clean, and, above all, with plenty of water and really large washing-basins in the bedrooms. The food was good, well cooked, and nicely served, and so much attention was shown to us at meals that one Danish gentleman remarked, to our amusement, that he thought it was very good to be an English young lady, for our wants were supplied before we could express them. No gratuities were allowed to the servants, with the exception of the porter who carried our baggage to and from the station.

From Svendborg we went to the home at Rye, a tiny village in the east of Jutland, but little known to the ordinary tourist. Here, despite the humble exterior of the house, we were even more comfortable than in our former quarters, and paid less. We had a cosy sitting-room to ourselves, the food was excellent, and the manageress and her daughter vied with one another in their efforts to please us.

Veile was our next halting place, and with this home also I have no fault to find, save that on one day the dinner was somewhat frugal. This may sound a small matter; but let those who think so walk the whole morning in the beautiful Jutland air, than which I know none more light and bracing. As to the company we met in the homes, they were invariably quiet, courteous, and kind. That being the case, we did not inquire as to their professions, though we learnt incidentally that many were teachers, others masters in Latin schools, students, officers, pastors, members of the Folketing, one was a singer at the Royal Opera and a particularly gentlemanly man. The sanitary arrangements were both primitive and inconvenient, with the exception of Svendborg, where they were as perfect as they could be under existing circumstances; but, as Mrs. Peake justly remarks, that is a matter which seems to call rather for municipal than private enterprise.—I am, Sir, yours faithfully,

ELEANOR G. HAYDEN.

West Hendred Vicarage, Stevenon, Berks,
November 17.

COLONIAL AND FOREIGN NOTES.

GERMANY.

It has always been the practice of the Prussian Education Department to keep in close touch with the institutions subject to its administration. The fact that it was found necessary to pass, in the early part of this year, what has been called a "muzzling law," for the *Privatdozenten*, would seem to suggest that this practice had fallen into disuse with regard to the Universities, and it may be due to some feeling of this kind that for the first time a conference of the Rectors of all Prussian Universities was summoned to meet at the Department. No authentic report of the deliberations has as yet appeared, but it is practically certain that the two questions of University Extension and admission of women to the University were discussed. The second matter was referred to at the opening ceremony of the winter term at Berlin, both in the report of the outgoing Rector, Prof. Schmoller, and in the inaugural address of Prof. Waldeyer. The former maintained that the existing arrangements were sufficient for present needs, but for the future a general normal standard of attainment must be laid down. Prof. Waldeyer acknowledged himself a late convert to the cause of women's education, being now convinced it is no fad, but an economic necessity. But, at the same time, he has his misgivings—due, perhaps, in some degree, to the fact that he belongs to the Medical Faculty—he is doubtful of the advisability of mixed classes; for, if men and women are taught together, the instruction is adapted to the needs of the latter, and loses its depth; and so admits that there is much to be said for women's Universities. The Education Department may take the same view with regard to the whole question of women's education, seeing that they refused to sanction the erection of a girl's *Gymnasium* at Breslau, on the ground that there was no obvious need. In view of these facts it is perhaps not surprising that even in the work of elementary education women take but a small share, when compared with English teachers. According to the last volume published by the Statistical Office at Berlin, there were, in 1896, 68,688 male teachers, but only 10,271 women teachers. Still, if there be any truth in criticisms from the teachers themselves, it is well for the Prussian primary school that it is so. One critic, in a "prize-crowned" (by whom?) essay, declares that in the whole course of her life as a teacher she has only known one mistress who had a genuine love for her profession and exercised it with enthusiasm. She continues: "I have been for fifteen years at the same school with nine other mistresses, who are all of them really capable women; still in all these years there has not been the slightest change in our school, either for better or for worse; each teacher drills to-day exactly as she did fifteen years ago, and is not 'marking time,' while all the world is marching forward, really beating a retreat. Machine-like, trustfully and punctually we fulfil our duties; each letter of the law is carefully weighed and executed even when the needs of the actual present demand its correction. To inspire the dead letter with ever new and fresh life, and to foster its development, never occurs to us, in the first place; and, in the second, with our natural carefulness, we should hardly have the courage to interpret the law in a new fashion, for fear of giving offence." Even those who attempt to controvert many of the criticisms contained in this article admit that, with regard to a scientific interest in their profession, the women are inferior to the men. It may well be asked: Is there a "women's question" in Prussia?

It is gratifying to see that both in Berlin and Munich the education authorities are giving up the sceptical or even hostile position with regard to University Extension. This title is really a misnomer in Germany, as there is at present no organic connexion with the University, and this relation is to be maintained for the present. The winter course at Berlin was opened by Prof. Schmoller, who said the aim of the movement was, in the first place, to put the results of scientific research within the reach of "the masses," and also to fulfil a social duty, to bridge over the gulf which separated the various sections of the nation in thought and ideals. His remarks were intended for the working classes, which, as the report has it, were "conspicuous by their absence," the audience being chiefly composed of people from the middle classes—teachers, officials, and business people. It has been resolved to give only courses of lectures, and these are gradually to include all branches of knowledge which lend at the Berlin centre, that they are approaching the question from that themselves to a popular treatment. It would seem, from the list of the courses side to which we in England have been gradually tending, viz., the scientific technical point of view.

For some time past there have been disputes as to how the line of division is to be drawn between the University and the technical college in those branches in which instruction is given at both institutions. In 1895 Prof. Klein, of Göttingen, proposed to start a physical-technical institute in connexion with the University, with the purpose of training "staff officers" for the engineers, while the technical colleges should train the officers of the line. A counterpart of this proposal was made at the beginning of this year in a pamphlet published by Prof. Riedler, of the Technical College at Charlottenburg, in which he says the requirements of the twentieth century will necessitate the amalgamation of the two institutions, and in his picture the University becomes

the annexe of the technical college. Popular feeling probably sympathizes with the latter, and they have been regarded in high quarters with favour. It may not be without point that Prof. Schmoller lately insisted on the necessity of a revision of the University constitution, as the present yearly change of officials robbed the authorities of their independence and brought them to a position of greater dependence on the central authority.

FRANCE.

Though the *école primaire supérieure* dates nominally from 1833, it was only after 1878, when it figured for the first time in the Budget, that it began to show signs of vitality. In 1882 was instituted the Leaving Certificate, which was gained last year by 2,015 candidates out of 3,222—figures satisfactory enough in themselves, but entirely unsatisfactory when compared with the total number of pupils (31,482) in these schools. To improve this state of things, certain modifications have recently been introduced into the examination for the Certificate, while, at the same time, an urgent appeal has been issued by the Minister to the proper authorities to see that the schools themselves, as well as the Leaving Examination, are turned to better account. One of the causes of the comparatively small number of candidates for the certificate is, according to the Minister, the excessive number of candidates for the various *brevets*, which, he says, were originally especially intended for those wishing to take up the profession of teaching. "This tendency," he says, "multiplies the number of young men and women who let other opportunities slip by them for years while they are waiting in vain for openings as teachers." He finds another cause in the insufficient importance attached to the Certificate by employers, and especially asks that they shall be made to understand the practical character of the teaching and the value of the Certificate as a guarantee of practical efficiency. Perhaps the most striking change in the examination itself is the substitution in the written examination of Ethics for History and Geography. The latter subjects still figure in the *visa voce*, but it is felt that boys and girls of fifteen are less able to reason about historical facts than about moral facts. "The change," says the Minister, "will serve to show that the teaching of morality is to be regarded as no less important in the higher primary school than in the primary school proper. It is evident," he continues, "that the subjects of composition must be simple, and that abstract theories must be avoided, as well as the mere reproduction of the teacher's lessons. But, at this age, the child's daily life affords ample material for simple ethical problems." Another change is that modern languages are, in future, to be optional in the "industrial" and "agricultural" sections, and compulsory in the "general" and "commercial" sections only. The object of this is not, as it might seem, to discourage modern language teaching, but to encourage it—to teach fewer pupils but to teach them more, so that, on leaving school with his Certificate, the pupil may at once be in a position to undertake the foreign correspondence of a house of business, and, later on, to represent his employers abroad. Attention is also called to the unsatisfactory material condition of many of the schools. The buildings are often too small, inconveniently arranged, and insanitary, and there is often a lack of proper apparatus. Some schools, even with an agricultural section, have no garden! In these matters the local authorities are to be reminded of their obligations, and to be informed that, in future, the Minister will only help those who help themselves. The last instruction of the circular is worthy of italics: "*Finally, it is of the first importance for directors and teachers to co-ordinate their efforts and their teaching, and to meet regularly, at least once a month, to discuss their pupils.*"

With the opening of the current school year geology for the first time found a place in the secondary programme. There are those who have long desired, and those who have long dreaded, to see it there. That the wiser counsels have at last prevailed is a sign of distinct educational progress. The "new burden," as it has been called, will not, however, be a very heavy one. In the fifth class (corresponding to about the thirteenth year) three months only are to be devoted to the examination of "existing geological phenomena," which, amongst other advantages, will "pave the way for later geographical teaching." In the second class (age about sixteen) twelve lectures of an hour are to be devoted to the study of the formation of the earth's crust; and in the highest class "four or five hours, taken from the regular work of the class, are to be employed in giving a few very summary notions of paleontology," or, as it is elsewhere expressed, "a clear conception of evolution." It has, of course, been realized that these lectures, to be of real educational value, must be supplemented by practical work, and the teacher is directed not only to make full use of specimens and pictures in his class-room, but in every case to make the "excursion" an important element in his teaching.

For some time past there has been a growing demand for a revised programme of manual work in the primary schools for girls. The complaint has been made that ever since 1887 much time has been given to the Froebelian exercises of folding, cutting, and modelling, which might have been spent much more profitably in sewing—an exercise which, on account of its great practical utility, ought, it is

urged, to occupy the whole of the scanty time (two and a-half hours weekly) allotted to manual work. A revised programme has accordingly been issued, in which an attempt has been made, if not to satisfy, at least to appease, the malcontents. Froebel, that is, remains in the infant school only, though even there not in sole possession, inasmuch as from her fifth year the future *mère de famille* is to be gradually accustomed to the use of the crochet and darning needle. From the seventh year onwards the work of her hands is to be with the needy, and with the needle only. To the male mind this is a gloomy prospect; fortunately the *Directions pédagogiques* contain a corrective. "The teaching (of needlework) in the elementary school is essentially educative; it associates in the fullest degree intelligence with the activity of the fingers; it develops the taste, skill, and dexterity of the children; it shows them the importance of manual work; gives them the habit of it, and teaches them to love it." Herr Otto Salomon himself could hardly say more. And yet our own eyes smart as we write it.

Extracts from the latest programmes and syllabuses of examination may, from time to time, it is thought, reasonably find a place in these columns. Here, for instance, is the pedagogic section of the syllabus of next year's examinations for the diplomas for teaching in girls' secondary schools:—"1) General aims and means of education: Customs, principles; education of women; education of girls in the secondary schools of France. (2) Physical education: Exercises and games; physical education of girls in the *lycée*. (3) Moral education: Education of the will and the feelings; differences of character, and methods of reformation of character; education of the conscience. (4) Intellectual education at different ages: Formation of the judgment and the taste. (5) Domestic education. (6) Instruction: The part to be allowed to literature, history, poetry, art, and science in the education of girls. (7) Methods of teaching: The class, the lecture, questioning, text-books, the choice and correction of written work. (8) Discipline. (9) What is the spirit of a house of education? Methods of forming it."

Though the Frenchman sometimes laughs at our knighthoods, baronetcies, and the rest, he has his own honorary distinctions, and greatly covets them. A short chapter in the history of such things runs as follows. In the year 1885 it was solemnly decreed, for reasons which we can only guess, that not more than three hundred *Officiers de l'Instruction Publique* and twelve hundred *Officiers d'Académie* should in future be created in one year. The fiat notwithstanding, however, the number has only once since been within the prescribed limits, and last year reached the grand total of 3,966. It is to be hoped that the ordinary ministerial-presidential decree meets with more consideration. No wonder that steps are to be taken to stop this cheapening of honours! The remedy is, of course, another decree—to the effect that henceforth the number of persons yearly found worthy of wearing the academic palm-leaves in their buttonholes must, on no account, exceed 2,700! Will the extended limit be respected, or will the desire "just for a riband to stick in his coat" prove irresistible as before? We pause for a reply.

We note that in the Section of Education in the Exhibition of 1900 it is proposed to hold an International Congress of Higher (University) Education. Among the subjects set down in the provisional programme for discussion is "University Extension: the means already employed, or to be employed, by the Universities to cause scientific methods, scientific ideas, and the scientific spirit to penetrate, so far as that is possible and desirable, to every class in the nation." Still more satisfactory, as a sign of the times, is the following: "The formation by the Universities of primary, secondary, and University teachers." The proposal for the Congress is due to private initiative, but, if the scheme is efficiently carried out, it may mark an epoch in the training of teachers.

CANADA.

Canada from East to West was greatly roused, educationally, a year ago by the visit of the British Association for the Advancement of Science, which held its sessions in Toronto. It was another bond between the mother country and our colony, and was auspicious in every respect. After this great educational revival it was but natural that the summer which has just closed might seem dull. However, as an offset to this indication of quietness, the Dominion Educational Association held a rousing meeting in Halifax, Nova Scotia, and thus gave the extreme East the benefit of the inspiration which the West had received during the visit of the noted scientists. The Eastern portion of Canada, like the corresponding portion of the United States, is much more conservative, less ready to adopt new ideas and enter on new lines of action than is the West, but, when once these things have been determined upon, they are carried through with an accuracy and a thoroughness which are enviable. Their Universities are small and have but few professors; yet they are the recruiting ground for many of the higher institutions abroad, especially Edinburgh and Harvard, where the solidity, determination, and conscientiousness of the Eastern Canadian students are recognized by the bestowal of honours in the graduate departments. This opens up a subject which is creating a great deal of interest in University circles in Canada, viz., the large number of

University graduates who are seeking graduate instruction in the Universities of the United States, and who, finding remunerative positions in that country, forswear their allegiance and help to build up a better citizenship across the border. While the United States gains most desirable citizens, Canada loses the fresh young vigorous blood that she so much needs to develop her great resources. There is a steady flow towards the South, and there are but few Universities of any note in the United States on the faculties of which there are not Canadians. We feel that it is about time that the old Universities of Great Britain made better arrangements for graduate work, for there are many men in the colonies who would prefer to study at Oxford and Cambridge if the facilities were anything like adequate to their needs. It seems that here is a chance for the Universities to help in the great Imperial movement which has taken such strong hold since the Jubilee. There is a distinct demand, and we await the kind of supply that will be proffered.

The University of Toronto prefers to keep its position in the front rank of Universities doing undergraduate work to jeopardizing its status by embarking upon graduate work. This is a most sensible course, for, while it is thoroughly equipped for the needs of the twelve hundred Arts students, the endowment and teaching resources are not sufficient to enable it to compete successfully with Universities of similar rank, such as Harvard, Columbia, and Yale. Consequently, the ambitious graduate seeks a University in some other country which will afford him an opportunity of pursuing his favourite studies and attaining a certain degree of eminence in literary and scientific research. He naturally thinks first of England, which to him is the mother country in every respect; but, on finding that nothing is really offered in graduate work, he turns to the United States, where, as I have said, he finds a ready and hearty welcome. Now, will not the Universities of our mother country rouse themselves a little in regard to this important educational matter?

AUSTRALIA.

Is the colony of Victoria, in Australia, about to turn its back upon secular education in its State schools? Or, to put the question more accurately, is Victoria about to reintroduce religious teaching into its primary education system? This query has been upon the lips of everybody interested in education, in Australia, during the past few weeks. When, at the last general election in the colony, so large a majority was secured for the Secularist party, most people imagined that the matter was, for some time, at any rate, set at rest. The irreconcilable attitude adopted by the Romanists, and the divisions amongst the Anglicans and Free Churchmen, also rendered it unlikely that Parliament would be moved on the subject. The tactful policy of the present Minister for Education, too, which had its result in the publication of an excellent school paper, containing articles with a distinct religious bias, and in the restoration of many "expurgated" (!) passages in school books, seemed to stand in the way of aggressive agitation. The Secularists, however, have received a rude awakening, for their opponents have somehow managed to secure the vigorous aid of the most brilliant speaker and the most interesting personality in the Victorian Parliament, the Hon. A. Deakin. Just before the last mail left, Mr. Deakin moved a resolution in the House of Assembly, urging the reintroduction of the hated religious element in the State schools. In the course of an eloquent and pathetic speech, lasting about an hour, the Member for Essendon pleaded for two concessions, viz.: (a) that a short prayer should open each day's work in the schools; and (b) that a book of extracts from the Scriptures should be compiled and used in the schools. The motion was vigorously opposed by private members and rather scoffed at by the Minister for Education. The debate, however, created a deep impression and was the subject of serious and weighty leaders in the daily press. It was to have been continued at the end of last month (October); and, though there is not the slightest chance of Mr. Deakin's motion being carried, the discussion was being looked forward to with much interest when our correspondent penned these notes. There is strong evidence to support the contention that a reaction has set in in Victoria against non-religious primary education. How high the tide has risen cannot easily be ascertained, but the mere fact that it was worth the while of a powerful Radical like Mr. Deakin to champion the cause of unsectarian religious teaching is an indication of the influence the reaction has had upon thoughtful men. Our correspondent will be present at the adjourned debate, and our readers will be made acquainted with the result in due course.

THE Surrey County Council, always to the front in matters educational, has paid a high compliment to the Rev. T. W. Sharpe, C.B., and at the same time has gained the advantage of his expert advice in its educational discussions. Mr. Sharpe has been elected an alderman of the County by the Council. This is the only occasion on which that body has gone outside its own members in such an election.

School PRIZES. 1,000 BOOKS For Prizes,

FROM 6d. UPWARDS,

ARE PUBLISHED BY THE

RELIGIOUS TRACT SOCIETY.

**These Books are RELIABLE, readable, and useful.
Cheap, attractively bound, and freely Illustrated.**

*Please ask for them at the Book shops, or write for
the Society's Prize Catalogue.*

School LIBRARIES.

**The RELIGIOUS TRACT SOCIETY'S LIBRARY
CATALOGUE (gratis on application) contains a
List of upwards of 1,000 appropriate Books.**

*N.B.—For SCHOOL LIBRARIES these Books are supplied in
extra strong binding at the same prices as for Cloth Covers.*

School Wall PICTURES.

THE RELIGIOUS TRACT SOCIETY'S SCRIPTURE CARTOONS.

From Original Paintings by W. J. MORGAN and W. S. STACEY.
For the Walls of Schools, Institutes, Parish and Mission Rooms, &c.
Size 45 inches by 35 inches.

Twenty-four subjects. 1s. 4d. each, on thick paper; 2s. mounted on linen; 2s. 6d. on linen, eyeleted and varnished; 4s. on linen, varnished and on roller (map style).

 *Please see the New Illustrated List of these Cartoons.*

THE RELIGIOUS TRACT SOCIETY, 56 PATERNOSTER
ROW, LONDON.

MR. EDWARD ARNOLD'S BOOKS FOR PRESENTS AND PRIZES.

KIRK MUNROE'S POPULAR BOOKS FOR BOYS.

- RICK DALE.** By KIRK MUNROE. Fully Illustrated. Handsomely bound 5 0
"By the same accomplished and ever popular writer as "Snow Shoes and Sledges."—*Glasgow Herald*.
- SNOW SHOES AND SLEDGES.** By KIRK MUNROE. Handsomely bound. Fully Illustrated 5 0
"This stirring and thoroughly enjoyable book is well illustrated."—*Glasgow Herald*.
- THE FUR SEAL'S TOOTH.** By KIRK MUNROE. With 25 Illustrations. Handsomely bound 5 0
"An excellent sea story."—*Graphic*.

By MAURICE HERVEY.

- ERIC THE ARCHER.** By M. H. HERVEY. With numerous full-page Illustrations. Handsomely bound 5 0
"A capital book this, and one to give boys a real idea of the chivalry of the fourteenth century."—*Spectator*.
- THE REEF OF GOLD.** By M. H. HERVEY. With numerous Illustrations. Handsomely bound 5 0
- WAGNER'S HEROINES.** By CONSTANCE MAUD. Illustrated by W. T. MAUD. Handsomely bound 5 0
- WAGNER'S HEROES.** By CONSTANCE MAUD. Illustrations by H. GRANVILLE FELL. 5 0
"An excellent idea well carried out. Miss Maud has done for the Shakespeare of music what Charles Lamb once did for the real Shakespeare."—*Daily Telegraph*.
- DR. GILBERT'S DAUGHTERS.** By M. H. MATHEWS. Illustrated by G. D. HAMMOND. Handsomely bound 5 0
- HOW DICK AND MOLLY WENT ROUND THE WORLD.** By M. H. CORNWALL-LEGH. Fully Illustrated 5 0
- HOW DICK AND MOLLY SAW ENGLAND.** By M. H. CORNWALL-LEGH. Fully Illustrated 5 0
- BAR-ROCK; or, The Island of Pearls.** By HENRY NASH. 15 Illustrations by LANCIOT SPEED 5 0

Mr. E. D. FAWCETT'S Marvellous Tales.

The old Jules Verne manner seems to have been lost by the rightful owner, and to have become the inheritance of the author of 'Swallowed by an Earthquake.'—*Truth*.

- THE SECRET OF THE DESERT.** By E. D. FAWCETT. Fully Illustrated 3 6
- SWALLOWED BY AN EARTHQUAKE.** By E. D. FAWCETT. Illustrated by H. SEPPINGS WRIGHT 3 6
- HARTMANN THE ANARCHIST.** By E. D. FAWCETT. With 25 Illustrations by F. T. JANE 3 6
- HUNTERS THREE.** A Tale of Sport and Adventure in South Africa. By T. W. KNOX. Numerous Illustrations 3 6
- THE MUSHROOM CAV.** By EVELYN RAYMOND. 4 Full-page Illustrations 3 6
- JOEL; A Boy of Galilee.** By A. F. JOHNSTON. 10 Full-page Illustrations 3 6
- THE DOUBLE EMPEROR.** By W. LAIRD CLOWES. 8 Full-page Illustrations 3 6
- ANIMAL SKETCHES.** By Prof. C. LLOYD MORGAN. Nearly 40 Illustrations 3 6
- TALES FROM HANS ANDERSEN.** (First Series.) Beautifully Illustrated by E. A. LEMANN 3 6
- THE SNOW QUEEN, and other Tales from Andersen.** Beautifully Illustrated by E. A. LEMANN 3 6
- GREAT PUBLIC SCHOOLS.** Papers by various Writers. Fully and Finely Illustrated 3 6
- THE BATTLES OF FREDERICK THE GREAT.** Edited by CYRIL RANSOME, M.A. With Illustrations by ADOLPH MENZEL 3 6

CHILDREN'S HOUR SERIES.

- THE PALACE ON THE MOOR.** By E. DAVENPORT ADAMS. Illustrated by E. A. LEMANN 2 6
- TOBY'S PROMISE.** By A. M. HOPKINSON. Illustrated by HILDA FAIRBAIRN 2 6
- MASTER MAGNUS.** By Mrs. M. E. FIELD. With 4 Full-page Illustrations by T. PYM 2 6
- MY DOG PLATO.** By M. H. CORNWALL-LEGH. With 4 Full-page Illustrations by FANNIE MOODIE 2 6

PRICE 2S. EACH.

THE CHILDREN'S FAVOURITE SERIES.

LARGE TYPE. INTERESTING AND HEALTHY READING. COPIOUS ILLUSTRATION.

- | | |
|----------------------------|---------------------------|
| My Book of Inventions. | My Book of Fairy Tales. |
| My Book of Herolam. | My Book of Bible Stories. |
| My Book of Perils. | My Book of History Tales. |
| My Book of Wonders. | Deeds of Gold. |
| My Book of the Sea. | My Book of Fables. |
| My Book of Adventures. | My Story-Book of Animals. |
| My Book of Travel Stories. | Rhymes for You and Me. |

Mr. EDWARD ARNOLD'S Illustrated Catalogue of Books for Prizes and Presents will be forwarded, post free, on application.

LONDON: EDWARD ARNOLD, 37 BEDFORD STREET, STRAND.

MACMILLAN & CO.'S NEW BOOKS.

In Two Vols., extra crown 8vo, 17s. net.

EDWARD THRING, Headmaster of Uppingham School. *Life, Diary, and Letters.* By GEORGE R. PARKIN, C.M.G., M.A. With Portraits.

Guardian.—"He has so edited Thring's letters and diaries that they make a sort of book within the book, giving us side by side with the objective portrait of the narrative the reflection of his life as he knew it in his conscience before God."

Literature.—"The educational world will be the better for having had put on record the life's work of a generous, unselfish, fearless headmaster."

Journal of Education.—"It gives us the very form and presence of the man."

Standard.—"Mr. Parkin draws a vivid portrait of the most remarkable of the schoolmasters in the latter half of the century."

NEW BOOK BY PROFESSOR SAINTSBURY.

A SHORT HISTORY OF ENGLISH LITERATURE. By GEORGE SAINTSBURY, Professor of Rhetoric and English Literature in the University of Edinburgh. Crown 8vo, 8s. 6d.

Times.—"Appears to us destined to take an important place in the higher educational literature, a place to which the author's immense erudition and clearness of view undoubtedly entitle it."

NEW VOLUME BY STOPFORD A. BROOKE.

ENGLISH LITERATURE FROM THE BEGINNING TO THE NORMAN CONQUEST. Crown 8vo, 7s. 6d.

St. James's Gazette.—"He has produced a single volume of handy size, containing the cream of his more elaborate study, and admirably adapted for the use of schools."

THE LIFE AND WRITINGS OF ADDISON. With Notes and Appendix by R. F. WINCH, M.A. Globe 8vo, 2s. 6d.

[*Macmillan's English Classics.*]

Educational Times.—"Much care has evidently been given to the preparation of this work. The notes are so complete that the student can dispense with a history-atlas and etymological dictionary."

MACAULAY'S ESSAYS ON WILLIAM PITT, EARL OF CHATHAM. By R. F. WINCH, M.A. Author of "Notes on Macaulay's 'Essay on Boswell's Life of Johnson,' and 'Essay on Addison.'" Globe 8vo, 2s. 6d.

[*Macmillan's English Classics.*]

EXERCISES IN RHETORIC AND ENGLISH COMPOSITION. By G. R. CARPENTER, Professor of Rhetoric and English Composition in Columbia College. Sixth Edition, Revised and Enlarged. Globe 8vo, 3s. 6d.

EXERCISES IN RHETORIC AND ENGLISH COMPOSITION. (Advanced Course.) By G. R. CARPENTER, Professor of Rhetoric and English Composition in Columbia College. Fourth Edition. Crown 8vo, 4s. 6d.

AMERICAN PROSE SELECTIONS. With critical Introductions by various Writers and a General Introduction. Edited by Professor G. R. CARPENTER. Crown 8vo, 7s. 6d.

PETITES AMES PAR EMILE POUVILLON. Edited by STÉPHANE BARLET, B. es Sc. Univ. Gall., F.C.S., Senior Assistant-Master at the Mercers' School, &c. Globe 8vo, 2s. 6d.

[*Stephann's Advanced French Series.*]

VOM ERSTEN BIS ZUM LETZTEN SCHUSS: KRIEGSERINERUNGEN 1870-71. Von HANS WACHENHUSEN. Edited by T. H. BAYLEY, M.A. Authorised Edition. Globe 8vo, 2s. 6d.

[*Stephann's Elementary German Series.*]

GOETHE'S IPHIGENIE AUF TAURIS. With Introduction and Notes, by CHARLES A. EGGERT, Ph.D. Globe 8vo, 3s. 6d.

FREYTAG'S DIE VERLORENE HANDSCHRIFT. With Introduction and Notes, by KATHERINE M. HEWETT. Globe 8vo, 3s. 6d.

BACCHYLIDES. A Prose Translation. By E. POSTE, M.A., Fellow of Oriel College, Oxford. Crown 8vo, 2s.

AN INTRODUCTION TO THE SCIENCE AND PRACTICE OF QUALITATIVE CHEMICAL ANALYSIS. Inorganic. By CHAPMAN JONES, F.I.C., F.C.S. (London and Berlin), &c. Crown 8vo, 6s.

Educational News.—"It maintains throughout an unvarying degree of excellence. We have little doubt that it will take its place as one of the best books on the subject."

PRACTICAL INORGANIC CHEMISTRY FOR ADVANCED STUDENTS. By CHAPMAN JONES, F.I.C., F.C.S. (London and Berlin), &c. Globe 8vo, 2s. 6d.

AN INTRODUCTION TO PRACTICAL PHYSICS, for use in Schools. By D. RINTOUL, M.A., Assistant-Master at Clifton College, and sometime Fellow of Corpus Christi College, Cambridge. Globe 8vo, 2s. 6d.

Nature.—"The book is especially suitable for the modern sides of public schools. As a physical laboratory manual for use in schools of this character it can be highly commended."

FOURTH EDITION, NOW READY.

PRINCIPLES OF ECONOMICS. By ALFRED MARSHALL, Professor of Political Economy in the University of Cambridge. Vol. I. 8vo, 12s. 6d. net.

Economic Review.—"The greatest economic treatise written by an Englishman in our generation."

PUBLIC SCHOOL PROTRACTOR SCALE. Twelve in a packet, 6s.

MACMILLAN & CO., LTD., ST. MARTIN'S STREET, LONDON, W.C.

G. P. Putnam's Sons' New Books.

HEROES OF THE NATIONS.

EDITED BY EVELYN ABBOTT, M.A., LL.D.

Each complete in One Volume. Fully Illustrated. Crown 8vo, cloth extra, 5s.

- I.—**Nelson, and the Naval Supremacy of England.** By W. CLARK RUSSELL, Author of "The Wreck of the Grosvenor," &c.
- II.—**Gustavus Adolphus, and the Struggle of Protestantism for Existence.** By C. R. L. FLETCHER, M.A., late Fellow of All Souls' College, Oxford.
- III.—**Pericles, and the Golden Age of Athens.** By EVELYN ABBOTT, M.A., Fellow of Balliol College, Oxford.
- IV.—**Theodoric the Goth, the Barbarian Champion of Civilization.** By THOMAS HODGKIN, Author of "Italy and her Invaders," &c.
- V.—**Sir Henry Sidney, Type of Chivalry in the Elizabethan Age.** By H. R. FOX BOURNE.
- VI.—**Julius Cæsar, and the Foundation of the Roman Imperial System.** By W. WARDE FOWLER, M.A., Sub-Rector of Lincoln College, Oxford.
- VII.—**John Wyclif, Last of the Schoolmen, First of the English Reformers.** By LEWIS SERGEANT.
- VIII.—**Napoleon, Warrior and Ruler, and the Military Supremacy of Revolutionary France.** By W. O'CONNOR MORRIS.
- IX.—**Henry of Navarre, and the Huguenots in France.** By P. F. WILLERT, M.A., Fellow of Exeter College, Oxford.
- X.—**Cicero, and the Fall of the Roman Republic.** By J. L. STRACHAN-DAVIDSON, M.A., Fellow of Balliol College, Oxford.
- XI.—**Abraham Lincoln, and the Downfall of American Slavery.** By NOAH BROOKS, Author of "American Statesmen," &c.
- XII.—**Prince Henry the Navigator (of Portugal), and the Age of Discovery.** By C. R. BEAZLEY, M.A., of Merton College, Oxford.
- XIII.—**Julian the Philosopher, and the Last Struggle of Paganism against Christianity.** By ALICE GARDNER, Lecturer and Associate of Newnham College, Cambridge.
- XIV.—**Louis XIV., and the Zenith of the French Monarchy.** By ARTHUR HASSALL, M.A., Student of Christ Church, Oxford.
- XV.—**Charles XII., and the Collapse of the Swedish Empire, 1682-1718.** By R. NISBET BAIN, Author of "The Life of Gustavus III."
- XVI.—**Lorenzo de' Medici.** By EDWARD ARMSTRONG, M.A., Fellow of Queen's College, Oxford.
- XVII.—**Jeanne d'Arc, the Maid of France.** By Mrs. M. O. W. OLIPHANT.
- XVIII.—**Christopher Columbus, his Life and Voyages.** By WASHINGTON IRVING.
- XIX.—**Robert the Bruce, and the Struggle for Scottish Independence.** By SIR HERBERT MAXWELL, M.P.
- XX.—**Hannibal, Soldier, Statesman, Patriot, and the Crisis of the Struggle between Carthage and Rome.** By W. O'CONNOR MORRIS, Author of "Napoleon," &c.
- XXI.—**Ulysses S. Grant, and the Period of National Preservation and Reconstruction, 1822-1885.** By WILLIAM CONANT CHURCH, late Lieut.-Colonel U.S.A., Author of "Life of John Ericsson."
- XXII.—**Robert E. Lee, and the Southern Confederacy, 1867-1870.** By Prof. HENRY ALEXANDER WHITE, of Washington and Lee University.
- XXIII.—**The Cid Campeador, and the Waning of the Crescent in the West.** By H. BUTLER CLARKE, M.A., Fellow of St. John's College, Oxford.
- XXIV.—**Saladin, and the Fight for the Holy Land.** By STANLEY LANE-POOLE, Author of "The Moors in Spain," &c.

SIEGFRIED, THE HERO OF THE NORTH, AND BEOWULF, THE HERO OF THE ANGLO-SAXONS. By ZENAIDE A. RAGOZIN. Fully Illustrated. With 8 full-page Illustrations. Crown 8vo, cloth extra, 6s.

BENJAMIN FRANKLIN, Printer, Statesman, Philosopher, and Practical Citizen, 1706-1790. By EDWARD ROBINS, Author of "Echoes of the Playhouse," &c. With 22 Illustrations. Crown 8vo, cloth extra, 6s.

Illustrated Christmas Catalogue on application.

24 BEDFORD STREET, STRAND, LONDON; AND NEW YORK.

Charles Griffin & Company's List.

The most acceptable of Gift-Books. Each Series complete in itself, and sold separately. First Series, Thirty-fifth Edition; Second Series, Ninth Edition.

MANY THOUGHTS OF MANY MINDS: a Treasury of Reference, consisting of Quotations and Selections from the most Celebrated Authors. Compiled and Analytically Arranged by HENRY SOUTHGATE. In square 8vo, toned paper. Presentation Edition, cloth elegant, 12s. 6d.; Library Edition, Roxburghe, 14s. 6d.; Library Edition, morocco antique, 21s.
"The produce of years of research."—*Examiner*. "A magnificent gift-book, appropriate to all times and all seasons."—*Freemasons' Magazine*.

Second Edition, with very numerous Illustrations, handsome cloth, 6s. Also, Presentation Volume, gilt and gilt edges, 7s. 6d.

THE THRESHOLD OF SCIENCE. Simple and Amusing Scientific Experiments. By C. R. ALDER WRIGHT, D.Sc., F.R.S., Lecturer on Chemistry and Physics in St. Mary's Hospital Medical School, London.

"A first-rate book to place in the hands of a boy."—*Educational Times*. "An admirable collection of physical and chemical experiments."—*Journal of Education*. "Will teach the young experimentalist to use his hands, and last, but not least, to think for himself."—*Industries*. "Just the kind of book to add to a school library."—*Manchester Guardian*.

PRACTICAL GEOLOGY (AIDS IN). With a Section on Palæontology. By GRENVILLE A. J. COLE, M.R.I.A., F.G.S., Professor of Geology in the Royal College of Science in Ireland. Third Edition, Revised. With Illustrations, cloth, 10s. 6d.

"A more useful work for the geologist has not appeared in handy form."—*Scott. Geo. Magazine*.

OPEN-AIR STUDIES IN GEOLOGY: An Introduction to Geology Out-of-Doors. By Prof. G. A. J. COLE. With 12 Full-page Plates after Photographs, and Illustrations. Handsome cloth, 8s. 6d., post free.

"A charming book . . . beautifully illustrated."—*Athenæum*.

OPEN-AIR STUDIES IN BOTANY: Sketches of British Wild Flowers in their Homes. By R. LLOYD PRÆGER, B.A., M.R.I.A. Illustrated by Drawings from Nature by S. ROSAMOND PRÆGER, and Photographs by R. WELCH. Handsome cloth, 7s. 6d., post free; gilt, for presentation, 8s. 6d., post free.

"A fresh and stimulating book."—*The Times*.

By Professor A. JAMIESON, M.Inst.C.E., M.Inst.E.E., F.R.S.E., Glasgow and West of Scotland Technical College.

In crown 8vo, cloth. With very numerous Illustrations.

JAMIESON'S STEAM AND STEAM ENGINES (ADVANCED). Twelfth Edition. 8s. 6d.

JAMIESON'S STEAM AND STEAM ENGINES (ELEMENTARY). Sixth Edition. 3s. 6d.

JAMIESON'S MAGNETISM AND ELECTRICITY (ELEMENTARY). Fourth Edition. 3s. 6d.

JAMIESON'S APPLIED MECHANICS (ADVANCED). Vol. I. Third Edition. 7s. 6d. Vol. II. 7s. 6d. Complete in Two Volumes. Each Volume sold separately.

JAMIESON'S APPLIED MECHANICS (ELEMENTARY). Third Edition. 3s. 6d.

GRIFFIN'S CLASSICAL PUBLICATIONS.

Histories of Literature.

GREEK LITERATURE. From the Earliest Period to the Death of Demosthenes. By F. B. JEVONS, M.A., Litt.D. Second Edition. Cloth, 8s. 6d.

"Beyond all question the best history of Greek literature published."—*Spectator*.

ROMAN LITERATURE. From the Earliest Period to the Times of the Antonines. By the Rev. T. C. CRUTTWELL, M.A. Sixth Edition. Cloth, 8s. 6d.

"Full of good scholarship and good criticism."—*Athenæum*.

SPECIMENS OF ROMAN LITERATURE. By MM. CRUTTWELL and BANTON. Part I.: ROMAN THOUGHT. 6s. Part II.: ROMAN STYLE. 5s. Crown 8vo, cloth. Second Edition.

"The sound judgment exercised in plan and selection calls for hearty commendation."—*Saturday Review*.

A LITERARY HISTORY OF EARLY CHRISTIANITY. By the Rev. C. T. CRUTTWELL, M.A. In Two Vols., demy 8vo, handsome cloth, 21s.

"Mr. Cruttwell has accomplished his task with remarkable success."—*Athenæum*.

ENGLISH LITERATURE. By Prof. LILLIE CRAIK. Tenth Edition. Crown 8vo, cloth, 7s. 6d.

Manuals of Antiquities, &c.

GREEK ANTIQUITIES. For the use of Students and General Readers. By Prof. PERCY GARDNER, M.A., D.Litt., and F. B. JEVONS, M.A., D.Litt. Second Edition. With Illustrations, 16s.

"Crammed full of information."—*Athenæum*.

ROMAN ANTIQUITIES. By Profs. RAMSAY and LANCIANI. Sixteenth Edition. 10s. 6d.

"It is the best and handiest guide yet produced."—*Athenæum*.

ROMAN ANTIQUITIES (ELEMENTARY). By Prof. RAMSAY. With numerous Illustrations. Eighth Edition. 4s.

A MANUAL OF LATIN PROSODY. By Prof. RAMSAY. Illustrated by Copious Examples and Critical Remarks. Seventh Edition. 5s.

PREHISTORIC ANTIQUITIES OF THE ARYAN PEOPLES. By Dr. O. SCHRAEDER and F. B. JEVONS, M.A., Litt.D. In large 8vo, handsome cloth, 21s.

"Dr. Schrader's great work."—*The Times*.

FLEMING'S VOCABULARY OF PHILOSOPHY. Reconstructed and partly Rewritten by HENRY CALDERWOOD, LL.D., late Professor of Moral Philosophy in the University of Edinburgh. Fifth Edition. 10s. 6d.

London: CHARLES GRIFFIN & CO., Limited, Exeter Street, Strand.

LONDON UNIVERSITY EXAMINATIONS.

Special Subjects, 1899 and 1900.

All texts are annotated and contain full Introductions. The Vocabularies are in order of the Text, and are preceded by two series of Test Papers.

MATRICULATION.

June, 1899.

Cicero.—In Catilinam I. Edited by T. T. JEFFERY, M.A., late Fellow of St. Peter's College, Cambridge, and T. R. MILLS, M.A., late Lecturer in Greek at Aberdeen University.

INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY (in order of the Text), with TEST PAPERS, *Interleaved*, 1s. A CLOSE TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.

Cicero.—Pro Marcello. Edited by T. T. JEFFERY, M.A. Camb., and T. R. MILLS, M.A. (Uniform with the above in price and arrangement of parts.)

Homer.—Iliad XXIV. Edited by J. H. HAYDON, M.A. Lond. and Camb., Headmaster of Tettenhall College.

INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, by R. M. THOMAS, M.A. Lond., 1s. 6d.

January, 1900.

Vergil.—Aeneid, Book VI. Edited by A. H. ALLCROFT, M.A. Oxon., and B. J. HAYES, M.A. Lond. and Camb., Gold Medallist in Classics.

INTRODUCTION, TEXT, and NOTES, 1s. 6d. A VOCABULARY (in order of the Text), with TEST PAPERS, *Interleaved*, 1s. A CLOSE TRANSLATION, 1s. THE THREE PARTS IN ONE VOL., 3s.

Plato.—Apology. Edited by T. R. MILLS, M.A.

INTRODUCTION, TEXT, and NOTES, 3s. 6d. A CLOSE TRANSLATION, 1s. 6d. THE TWO PARTS IN ONE VOL., 4s. 6d. [*Ready Dec., 1898.*]

INTER. ARTS, 1899.

Livy.—Book IX. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. A TRANSLATION, 2s. THE THREE PARTS IN ONE VOL., 5s. 6d.

Vergil.—Aeneid, Book IX. 1s. 6d.

Vergil.—Aeneid, Book X. 1s. 6d.

Vergil.—Aeneid, Books IX. and X. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. 6d.

Plato.—Laches. INTRODUCTION, TEXT, and NOTES, 3s. 6d. A VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. TRANSLATION, 1s. 6d. THE THREE PARTS IN ONE VOL., 5s. 6d.

Euripides.—Hippolytus. (Uniform with the above in price and arrangement of parts.)

History of Rome, 390-202 B.C. With TEST QUESTIONS, 4s. 6d.

Synopsis of Roman History, 390-202 B.C. 1s. 6d.

History of Greece, 512-431 B.C. With TEST QUESTIONS. 4s. 6d.

Synopsis of Grecian History, Part I., to 495 B.C., and Part II., 495-405 B.C. With TEST QUESTIONS. 1s. each.

Milton.—Paradise Regained.

Shakespeare.—Coriolanus. 2s.

B.A., 899.

Tacitus.—Histories, Book I. INTRODUCTION, TEXT, and NOTES, 3s. 6d. VOCABULARY, with TEST PAPERS, *Interleaved*, 1s. A TRANSLATION, 1s. 6d. THE THREE PARTS IN ONE VOL., 5s. 6d.

Plautus.—Captivi. A TRANSLATION, with TEST PAPERS. 2s. 6d.

Demosthenes.—Meidias. TEXT and NOTES. 5s.

Demosthenes.—Meidias. A TRANSLATION, with TEST PAPERS. 3s. 6d.

Demosthenes.—Androtion. TEXT and NOTES. 4s. 6d.

Demosthenes.—Androtion. A TRANSLATION, with TEST PAPERS. 1s. 6d.

Sophocles.—Oedipus Coloneus. A TRANSLATION, with TEST PAPERS. 2s. 6d.

Addison.—Essays on Paradise Lost, Notes on. 2s.

Langland.—Piers Plowman. Prologue and Passus I.-VII. Text B (as described). 4s. 6d.

History of English Literature, 1660-1798. (*Being Vol. III. of the Intermediate Text-Book of English Literature.*) 3s. 6d.

Complete Catalogue of 500 Books specially adapted for London University Exams., including the Special Subjects for Inter. Arts and Bachelor of Arts, 1900, free on application.

LONDON: W. B. CLIVE,
UNIVERSITY CORRESPONDENCE COLLEGE PRESS.
WAREHOUSE: 13 BOOKSELLERS ROW, STRAND, W.C.

THE JOURNAL OF EDUCATION.

A MONTHLY RECORD AND REVIEW.

SCALE FOR ADVERTISEMENTS.

PUBLISHERS' ANNOUNCEMENTS—	£.	s.	d.
Whole Page	5	10	0
Half Page	3	0	0
Quarter Page	1	15	0
Per Inch in Column	0	8	0

PREPAID RATES FOR SCHOOL ANNOUNCEMENTS—

Scholarships, Official Notices, &c.—6d. per line; minimum charge, 5s.
Situations Vacant and Engagements Wanted.—30 words for 2s.; each 10 words after, 6d.
Lectures, Classes, Non-Resident Engagements, &c.—48 words for 3s.; each 8 words after, 6d.

An extra fee of ONE SHILLING is charged on advertisements with OFFICE ADDRESS. Date of publication of next issue will be found at top left-hand corner of front page. [Advertisers are reminded that "Letters addressed to INITIALS or to FICTITIOUS NAMES at Post Offices are not taken in, but are sent at once to the Returned Letter Office."] All Letters respecting Advertisements and Subscriptions should be addressed—

"THE PUBLISHER," JOURNAL OF EDUCATION OFFICE, 3 BROADWAY, LUDGATE HILL, E.C. Money and Postal Orders, on the Post Office, Ludgate Circus, E.C., should be made payable to WILLIAM RICE; Orders and Cheques may be crossed, "The London City and Midland Bank, Ludgate Branch." Postage Stamps can only be received at the rate of thirteen to the shilling.

If a receipt is required for an advertisement under ros., a postcard or a stamped envelope must be enclosed.

Notice must be given of all remittances through the Post Office from abroad, stating full name and address of the sender; and all Foreign Money Orders should be "crossed."

American subscribers may conveniently remit through Mr. C. W. BARDEEN, 406 South Franklin Street, Syracuse, New York; or Messrs. E. L. KELLOGG & Co., 16 East 9th Street, New York.

LONDON: WILLIAM RICE, 3 BROADWAY, LUDGATE HILL, E.C.

THE END OF THE SCHOOL BOARDS.

By H. MACAN.

BEFORE Parliament meets for the Session of 1899, the educational associations of this country will be enriched by an important addition. This will be entitled "The Municipal Education Association," and its functions will be to bring before the attention of Parliament and the public a Bill, influentially backed from both sides of the House, for the municipalization of elementary education, and the consequent settling, once for all, of the major issue of the national education question.

The general programme of this new Association will be an extension of the principle of Clauses 6 and 7 of the Education Bill of 1896 and it will, at first, at any rate, direct public attention to elementary education problems only. In respect of higher education, it will leave Clause VII. of the "Science and Art Directory" to do its work, and will advocate its general adoption by County and County Borough Councils. Keeping well in view the two principal points made against the Government Bills of 1896 and 1897, it will not, on the one hand, advocate any County Council Authority for Elementary Education, while, on the other, it will adopt the principle of rate aid to voluntary schools as set out in the "Permissive Rates" Bill of the Lancashire members introduced into Parliament in January, 1897. Curiously enough the authority that will be followed upon the first point—that the smaller area authorities shall control elementary education, leaving secondary and technical to the larger bodies—is Mr. Lyulph Stanley, who, in evidence before the Royal Commission (Q. 16,941) insisted: "If you have a School Board of suitable area, I do not think the suitable area for elementary education would, in any case, be a suitable area for secondary education. I should not wish for a very large area for elementary education in rural districts. I do not think the area should be larger than the Poor Law Union even for elementary education in the rural districts; but I think that for secondary education it should be the county." Thus, upon the great question which wrecked the 1896 Bill, this new association takes up a sound line, and one which will secure the support of Sir A. Rollit and the non-County Boroughs. The Association of Catholic Schools, through Lord Edmund Talbot, as well as Canon Nunn, and the whole of the northern voluntary party, will also be glad of the chance to get a share of the rates for their schools.

The salient points in the Bill to be introduced will be:—

(1) The repeal of Sections 29 to 33 of the Elementary Education

Act of 1870 and the substitution for them of a short definition clause to this effect: "For the purposes of the Elementary Education Act, 1870, the words 'School Board' shall mean, in a borough, the Borough Council; in an urban district, the District Council; and, in a rural district, the Parish Council."

(2) The Clauses 40 to 50 of the same Act, relating to united and contributory districts, will require some slight modification in order to secure that the (new) Board boundaries are coterminous with those of the rating authorities. Clause 15 (3) of the Irish Education Act of 1892 will also be utilized for merging semi-urban suburbs in contiguous boroughs for elementary education purposes.

(3) The various Councils will be allowed to delegate all non-financial powers to Committees, which may be Free Library or Technical Instruction Committees, and may contain a proportion of co-opted experts. This is, of course, partly provided for in Clause 15 of the Act of 1870.

(4) As regards the actual management of the schools, it will be provided that (except in small parishes with one school only) the Local Council or its Committee shall not actually manage any school. A body of managers shall be appointed for each (present) Board school, consisting of not less than six persons. One-third shall be members of the Local Authority, and two-thirds shall be appointed by the parents in public meeting. That direct local interest and contact with the people which is optional, if not missing, in the case of Boards of large area will thus be secured.

(5) Perhaps the most important provision of all will be that relating to rate aid for voluntary schools. As the School Board (*i.e.*, the Council) will not manage any schools, there will no longer be any rivalry or competition between the two classes of schools. It will be the natural object of the Local Authority to save its rates by supplementing, and not supplanting, existing effort. Hence it will be proposed that, where any body of managers desire rate aid (and get the consent of the Voluntary Schools Federation of the district), they shall apply to the Local Council, and the latter, after a poll of the ratepayers, shall provide such aid from the rates as it shall think sufficient. In return it shall nominate one-third of the managers of every aided school.

(6) All existing officials and machinery will, of course, be taken over by the Councils, and the existing School Board clerks, &c., will have the larger duties of the new Act placed upon them.

It is now proposed to consider (1) what would be the practical results of the carrying into effect of such a programme, and (2) how far can the School Boards resist it.

The most important gain will be the abolition of the obsolete superstitions connected with "election *ad hoc*." I do not think it is generally known how strongly Mr. C. H. Wyatt, Clerk to the Manchester School Board, wrote against this remarkable fallacy that ratepayers elect members of a School Board upon educational issues. In his "Manual of Continuation Schools" he says: "It would be argued that the ideal authority for the discharge of [educational] duties would be one composed of practical educationists. Experience of public work, however, does not bear out this theory. Even School Boards nowadays are largely composed of those who have had little or no practical acquaintance with school teaching, and who are generally elected upon party lines." Mr. Diggle, again, of all people, when giving evidence before the Royal Commission on behalf of his impossible proposal for the transfer of the local taxation money to the School Board, made a remark which cuts both ways and destroys the theory. He said: "The London ratepayer is the same person whether he is subjected to the rate of the London County Council or to that of the London School Board." To which the obvious reply is: "Then why subject him to the enormous expense of paying for two contested elections when one would do?" In the country, of course, this point is still more important. The greater part of the rate of many rural School Boards is spent in useless contested elections, the net result of which is to put into power much the same persons whom a show of hands selects for the Parish Council. Educational money is thus squandered upon multiplying the machinery of the faddist.

A second most important advantage will be the separation of the administrative authority from the managing body. The right persons for one purpose are generally the wrong persons for the other. To take an instance: many of the most bitter School Board partisans are clergy and ministers of all denominations, canons and even deans; these not only contribute nothing to the business ability of the Board, but use its name and machinery for their own purposes. Such persons, on the other hand, are generally excellent school managers; their profession leads them to take that truly human interest in the poor at their doors for which the man of business has rarely time or

opportunity. Everywhere, even under School Boards, their assistance should be utilized in this way. But on administrative municipal bodies they are conspicuous by their absence, even where (as on County Councils) they are legally qualified to serve. One has only to follow the proceedings of the two most distinguished School Board clerics, Dean Maclure, of Manchester, and the Rev. E. F. McCarthy, of Birmingham, to see that they espouse the cause of the School Boards, not because they love the "voluntary" principle less, but because they hate the Town Councils more. The recent sermon of the Dean at Scarborough, for which he was faithfully dealt with by the *School Board Chronicle*, and the constant advocacy by Mr. McCarthy at the Headmasters' Association of projects for securing liberty for the secondary school to take public money without public control, are well known in educational circles.

Another point in favour of the proposed change is the admitted dearth of really capable local public men. Most small places can furnish just enough for one authority, but not for two; while even the large county boroughs would improve the *personnel* of both Board and Council by making a selection for a common body of the best men on each. The guardians of the *mens sana* would no longer be divorced from the providers for the *corpus sanum*. "Issues," whether political, municipal, or religious, would diminish in power as they became multiplied in number, and the "good-all-round" men would manage the whole affairs of each place.

Another most important advantage of this scheme is that it will tend towards the unification of the local administration of all grades of education. Mr. J. H. Yoxall, M.P., in his memorandum (concurrent in by Dean Maclure) submitted to the Secondary Education Commission, points out that for this purpose "some form of County Board [with subordinate district authorities, no doubt] will need to be adopted," but "this does not mean or necessitate a system of universal School Boards." He goes on further to say that, "out of temporary differentiation unification can ultimately be evolved." In his little book on "Secondary Education" he expounds this idea further, and says of the Local Authorities for Secondary Education: "The pity of it is that they are not to include in their labours the care of elementary schools as well," and concludes that, "eventually the flux and patchwork of English legislation on education will consummate in one and the same Local Authority the powers for all forms of education in the same area."

These views were opposed by the writer and others before the Commission, because they did not go far enough. Unity of education was their basis, and not unity of local life and administration. Special selection, if not *ad hoc* election, was to be the means of carrying them out; and in this selection the existing School Boards were to have a voice, even if not the predominant voice.

The present proposal removes this objection. In the county boroughs the same Local Authority, the Borough Council, would administer all education; and it is just in these places that there exist, at present, friction and overlapping in connexion with the higher-grade schools. No other measure except unification can restore harmony. Elsewhere, in the larger areas of the rural counties, the Local Authority will not be the same as a whole, but will be composed of much the same persons. The County Councils are practically made up of the principal members of the District or Parish Councils. Outside the boroughs, the Chairman of the District Council, or of one of the Parish Councils in the division, is, as a rule, the County Councillor. Hence the County Committee for Higher Education will be largely composed of a selection from the District or Parish Committees for Elementary Education. If (as the writer has proposed elsewhere) the mayors of the non-county boroughs were *ex-officio* members of County Technical Education Committees, this union would be complete.

Then as to the saving in expense. If there is one thing the ratepayer likes to see, it is that he gets value for his money, tangible value, without leakage in administration. To abolish all School Board elections would place at the disposal of English Elementary Education Authorities (excluding London) about £16,000 a year for actual improvement in teaching staff and teaching apparatus. But the election expenses fall heaviest upon the smallest areas, and it is just in those places that additional money for actual education is most wanted. Ultimately, of course, a still larger saving in administration expense, as well as in efficiency of officials, will result from the Parish

Council clerk performing the same office for the School Board ; but at present this will not be possible.

There can be no doubt, however, that the chief gainers by the proposed re-organization will be the voluntary schools. They will have an additional claim upon the good will of the ratepayer, and, in the last resort, will be able to take his aid without surrendering their freedom or infringing their trust deeds. The ratepayer will have three courses open to him. He can either subscribe to the school and have no voice in it, or he may elect to help to support it by rates, and have a small voice in it ; or, finally (but this is scarcely possible), he may be forced to support it entirely without gaining any additional control. Every inducement is, therefore, given him to take the first or second alternative. The school managers, again, even if, as is so often the case, they cannot keep up their subscriptions to the figure for maintaining their present position, will be able to find a *via media* between complete independence and complete extinction by a School Board, and will keep up what subscriptions they can to secure the double aid of the Association grant and the rate supplement. Rates and ratepayers' representatives will in all cases "supplement, and not supplant," existing subscriptions, managers, and machinery. In the present School Board districts a small parental representation would be most valuable. The parents, who hitherto have never been consulted in elementary educational matters, would soon put an end to many of the fads and squabbles of the School Board politicians, sectaries or trades-unionists. The voluntary schools would be quite ready to follow suit, and admit one or more parental representatives to the board of managers. A strengthening of real public interest in education all round would be the certain result.

One objection will probably be raised against this proposal by educational reformers—it does not enlarge the area of rural School Boards. It certainly does not ; nor, as long as each School Board area is surrounded by voluntary areas, can any measures short of one for compelling a district to take a School Board, and making such Boards universal (as proposed by Earl Spencer), bring about this reform. But by giving *all* Parish or District Councils a stake in elementary education, and by utilizing the popular municipal machinery as the active agent, inducements to combination between adjoining areas will be very much greater than at present. The present writer has found no difficulty in inducing Parish Councils to combine for technical education. Besides, the chief charges against the small area Boards are directed against the persons who get on them for the purpose of keeping down the rates and hindering education ; this is much less likely to be the case as regards the members of Parish Councils.

The second point for consideration is how far can the School Boards resist the carrying out of such a programme. Every student of the debates upon the Act of 1870 knows that School Boards were merely constituted in that Act as a stop-gap, and for the simple and only reason that municipal authorities did not then exist outside the boroughs. No foreign country either before or after has ever perpetrated this mistake of divorcing education from the common life of the people. Sir P. Magnus has often pointed this out as one of the causes of the superiority of Continental education and of the higher esteem in which it is held by the people at large. Switzerland and Germany are brilliant examples.

Lord Reay (Chairman of the London School Board), in giving evidence before the Royal Commission on Secondary Education, insisted on the same point. "Abroad," he said, "the Communal or the County Authorities, as the case may be, are the Central Local Authorities, with the Minister of Education exercising the Central Authority for the whole country and for all the educational institutions." And again, when asked the specific question as to the same (municipal) local body controlling all schools, he said : "The Town Council of Amsterdam appoints a Committee of Curators for its University, another for its classical schools, a third for its *Realschulen*, and a fourth for its primary schools ; all these institutions being under the same local body as your question mentions to be the case in England."

As early as April, 1888, Mr. Acland, Mr. J. Morley, and Mr. Mundella turned their eyes in this direction. The former said in debate that "he hoped the new County Councils would take a real interest in education." Mr. Morley hoped that soon those same bodies "would have to deal with educational funds

and important educational interests," while Mr. Mundella said : "We want to bring the Local and County Councils more in touch with the education question." Such were the views of the Liberal party ; of course the whole Conservative party concurred.

The School Boards at first were supposed to embody two great Liberal principles—popular control and religious freedom. As such they were the spoiled children for eighteen years of the Liberal party, and especially of its Nonconformist wing. The growing antagonism between their supporters and those of the voluntary schools placed them out of court when a Technical Education Act operating over *all* areas came to be passed in 1889. Upon this question they showed their hand, and by persistent obstruction proved that neither the advancement of education, nor popular control, nor the rights of conscience were matters they cared for, if other bodies were to be placed upon an equality with them in these respects ; the castigation they received from Mr. Bradlaugh on this point is well worth reading. Mr. Lyulph Stanley pointed out at the time that the effect of this Bill would be to "curtail and narrow the functions of School Boards," and he therefore opposed it, without a thought for the good of education. Anyhow, the rights of the Boards were reserved to them under the Act. But here, in the setting up of a co-ordinate authority, was the first step towards their dissolution. The Local Taxation Act, by giving the money necessary for the former Act entirely to the "Co-ordinate Authority," *i.e.*, the municipal bodies, made it at once the senior partner, if not the superior authority. The Liberal leaders on educational matters, headed by Lord Hartington, Mr. Acland, Sir H. Roscoe, and Sir J. Lubbock, dealt the severest blow at the School Boards by inducing the municipal bodies to exercise their new functions. Once it could be said that nine-tenths of the municipalities refused to save their rates at the expense of higher education, while more than half the School Boards grudged even the money for elementary education, the battle of educational prestige was won.

The federation of the County Councils into an Association, the appointment by most of them of educational directors and their co-operation in another Association in close touch with the leading educationalists, Departments, and professional associations, was the next blow the School Boards received. A fighting machinery vastly superior to anything the Boards possessed was placed in the hands of their rivals ; this, again, was on the initiative of Mr. A. H. D. Acland, Sir H. Roscoe, and Mr. Llewellyn Smith, their *quondam* allies. Once more were they wounded in the house of their friends when a Liberal Government appointed a Royal Commission on Secondary Education, and its result was a Report proposing to place all higher education upon a municipal and not an *ad hoc* electoral basis. Then came for them a series of temporary and Pyrrhic victories. The great Education Bill of 1896 was withdrawn, owing entirely to the quarrels of the municipal bodies among themselves as to the *area* of their paramount authority ; the School Boards, of course, seized the occasion to parade the fallacy that this was a defeat for the municipal *principle* brought about by their efforts.

Their real victory was in the Voluntary Schools Act of 1897, which affirmed, for the other class of elementary schools, a non-municipal principle. At its back was the School Board ideal that elementary education was a function of *ad hoc* bodies with a religious (or irreligious) origin, and with an area unknown to civil life. Of this triumph I wish them joy, and in truth they do not appear particularly proud of it. But this is admittedly a stop-gap measure also. The subscriptions in School Board districts must vanish sooner or later, and the putting up or enlargement of buildings is the most "intolerable strain" of all, which can only be removed by the co-operation of a body with borrowing powers.

Meanwhile, however, the whole face of English local government was being changed by the operation of the Parish Councils Act of 1894. In every village a popularly elected body came into power, attracted the best men of all classes to its service, and exercised its functions with discretion and economy. The old Local Boards became District Councils, with the Chairmen exalted to magisterial honours. The County Councils worked harmoniously with and assisted the smaller bodies and called in their co-operation in educational and other matters. District Councils are now raising educational rates all over the country, and Parish Councils, having no power of their own, are

petitioning the County Councils to do this for them: all these rates are given to assist the general county scheme of education, as applied to the area in question. A great body of public municipal opinion is thus being formed hostile to the special election, or "Tribe of Levi," theory of the School Board. But more important still is the co-operation in this movement of the Liberal party. In counties where the Parliamentary representation is entirely in Conservative hands, local Liberals of influence are placed in power upon all these municipal bodies, and are most active in carrying out their educational work; elsewhere nearly every Liberal M.P. is connected with one or other of this chain of Local Councils. Hence, outside the large towns, their last stronghold, the School Boards have no Parliamentary support from either party.

While this has been going on, the School Boards were receiving another severe blow at the hands of the Science and Art Department and the County Councils. One of their principal claims to recognition as possessing superior educational wisdom has been the extent to which they have exceeded their statutory duties, and trespassed upon the field of secondary and higher education. Before the date of the Technical Instruction Act they practically held this field, in so far as it was occupied by anybody other than the private Committees. Higher-grade day schools and evening classes were started by them, and supported (as the rates were not legally available, except for erecting suitable buildings) chiefly by the grants of the Science and Art Department. The question of buildings debarred their elementary rivals, the voluntary schools, from competing with them in this matter, while the neglect of science in the secondary (endowed) schools in pre-County Council days was a means of concentrating the Department grants in School Board hands. In 1892 there were thirty-nine of these higher day schools in England. Of these the School Boards had twenty-four, while eight only were in any way connected with the municipalities. The latest report of the Department (1897-1898) shows that now, while the School Boards have fifty-seven of these schools, there are twenty-four directly managed by municipalities as technical schools, and fifty-six secondary schools, with a science section or side organized and supported by Town and County Councils. There is thus a municipal majority of twenty-three, which is just double what it was in the previous year. With the exception of twelve counties, chiefly purely rural, there are municipal-aided schools everywhere. In only seven counties out of forty-nine, and in only twenty-seven out of the sixty-one county boroughs, do these School Board higher schools exist. If we turn to the general science and art work, and take certain counties at random from the "Return of Technical Education," we find that in Surrey, of the thirty-seven schools and classes of science and art, thirty-one are under the County Council, and only one under a School Board; in Herts, of the twenty-nine schools &c., twenty-one are municipal and none connected with a School Board. In a backward county like Gloucestershire, of forty-four classes, twenty-one are municipal and eight under School Boards; while in strong School Board counties like Derbyshire or Staffordshire, in the former forty-eight schools are municipal and twenty-five under School Boards, and in the latter thirty-three are municipal and sixteen under School Boards. This tendency to make the former School Board predominance gradually vanish received a strong impetus in 1897 from the "Science and Art Directory." A clause known as Clause VII. was then inserted, allowing County and County Borough Councils to become responsible for *all* the science and art instruction in their areas, and to veto new higher schools if started independently of them. The School Boards, however, had their *existing* rights safeguarded, and were allowed to expand their work in their own areas. The School Board Association bitterly opposed the clause in Parliament and elsewhere, but were defeated on every point. They raised a debate on the Estimates upon it, which only served to show their weakness in the House of Commons. With the exception of one or two members like Mr. Channing, who approach every question of education entirely from the Nonconformist point of view, they received neither sympathy nor support. All over the country this proposal has been taken up eagerly by the chief County and County Borough Councils, and under it they have secured for the future a practical monopoly of control and initiation of new organized science schools, schools of art, and evening science and art classes. On the other hand, in these areas of municipal activity, any new School Board hereafter constituted, or any

little School Board expanding its area, or having an increase of population sufficient to warrant its trespassing on the secondary field, will be unable to do so by itself, but must refer to the County or County Borough Council and work in harmony with it.

About thirty counties or county boroughs are already seised of these powers; and in some cases, as in the County of Surrey, practically the whole of the ordinary secondary schools, as well as the science schools and schools of art, have come under the county organization. The Duke of Devonshire, in introducing his Board of Education Bill, devoted a large part of his speech to an exposition of the value of this Departmental delegation as a supplement to the proposals of his Bill, and there can be no doubt—as Sir J. Gorst put it on November 17th—that the two taken together form a practically complete organization of secondary education.

But, it will be asked, how does this affect the District and Parish Councils in their coming conflict with the School Boards? Of course, in the county boroughs the County Council and the District Council are one and the same. But in the rural counties the advantages are equally great. It is the policy of County Councils in all cases to refuse to "manage" the higher schools which they found or aid; in all cases they hand over the actual management, where there is not already a body of governors, to a Committee of the District or Parish Council. The School Boards, on the other hand, generally (except in very large towns) manage the schools themselves. Hence the municipal bodies in the smaller areas, even in higher education, will take over at least a portion of the School Board functions. This, it must be remembered, is actually going on at present: and District Councils (and, in a few counties, Parish Councils) have secondary or technical schools under the management of themselves, their Committees, or representatives, and, in some cases, have scholarship schemes of their own attached to these schools; the most remarkable instances that occur in urban districts, not being boroughs, are Northwich, Swindon, Sutton, and Wimbledon, while in all 72 Boroughs and 127 other Urban Councils have made grants from their rates towards higher education during the last three years.

A further very important set-back to the *ad hoc* election idea of educational authorities has been given by recent Irish legislation. In Ireland it is well known there are no School Boards, and School Attendance Committees in towns are appointed by the Local Authorities to enforce attendance. But by the Local Government Act of 1898, Rural District Councils can come under the Irish Education Act of 1892, and may put in motion the machinery of that Act by application to the County Councils. By the same Act also, any other body (e.g., a board of elementary school managers) adopting the provisions of the Technical Instruction Act must carry on its technical instruction in harmony with the scheme of the County or County Borough Council and with its consent. Thus the whole education machinery for Ireland will be in municipal hands, and no waste or overlapping will be possible in any branch of it.

Scotland, the stronghold of School Boards, has recently had very unfavourable lights thrown upon its higher education. Mr. Asquith, speaking on September 9, drew attention to its chaotic system of secondary education as a matter urgently needing reform. The low standard of its University work, and the practical failure of its Technical Schools Act to enlist that popular support which the Technical Instruction Act has secured in the English towns, is primarily due to the School Board being the predominant partner, and to its endeavouring to adapt and degrade all the higher stages of education to its wants rather than to level itself up to the higher standard. If the School Boards, as one of their chief exponents said of his higher-grade school before the Royal Commission, cannot "knock at the doors of the ancient Universities," they can in Scotland extend the University to the garden gate to meet them half-way. The Scotch municipalities have got into such a habit of trusting all education to the School Boards, and of handing over their funds to them, that they have as yet failed to rise to their new duties in respect of technical education. School Board predominance means municipal degradation.

Bodies in such a position as are the English School Boards have practically lost all power of resisting the national municipal forces, backed, as they must be, by the educated men of both parties and by the popular support secured by their good work in other fields of activity. The National Union of Teachers,

it is true, may support the *ad hoc* election principle a little longer, but its ablest leaders, notably Dr. Macnamara, have long since renounced the dying cause, and are gradually converting the rank and file to their opinion. Besides, many teachers and ex-teachers are members of, and clerks to, the District and Parish Councils.

Thus the position of the School Boards is being gradually undermined, and their policy everywhere discredited; their old monopoly of advanced education has long since gone, and even their predominance in this work is now at an end. How long will they kick against the pricks? How long will the nation tolerate the divorce of educational administration from all other public functions? Until a settlement is arrived at upon these or similar lines, it is hopeless for Sir John Gorst to expect that he will ever be otherwise than a voice crying in the wilderness when he speaks of the "neglect and contempt in which education is held by the people at large."

A QUAINST SCHOOLMASTER.

THE title may seem to some an oxymoron or contradiction in terms; quaintness being as impossible in a schoolmaster as, according to Charles Lamb, is humour. It may be quite true that quaintness is frowned upon in high places, *i.e.*, by headmasters, but, luckily, the world does not consist solely of those potentates. Lord Randolph Churchill, unless memory is playing pranks, once conceived and spoke of a House of Commons consisting solely of Sir William Harcourt, which, perhaps, was bad enough; but that chimera of a diseased imagination is not a patch upon the nightmare of an universe peopled with headmasters. They have their day, and their voices are heard in the land more frequently than that of the turtle—mock or otherwise. So it may be well that, for once in a way, the voice of a boy, albeit an old boy, should be heard, and something said about the sort of master who used to exist, in one school at any rate, before headmasters were autocrats, saying: "Come," and "Go," "Heads off!" or "Step up higher." One headmaster, who has since passed to a higher sphere, proclaimed on the housetops—or, to be more accurate, in the *Strand*—the ease wherewith he could replace his staff of masters, should he see fit to send them all away. He who now writes tells of ancient history, of things that happened forty or fifty years ago. The modern theory is that every usher is to be competent and "earnest"—a dreadful word, signifying a yet more dreadful thing—he must be trained, serious and solemn, and, in one word, dull; the idea being that one single "slack" man upon the staff is the rift within the lute. It may be so; but, if we are not careful, the boys before long will be almost as dull as their instructors, and what a world it will be then! We allow that headmasters are autocrats to their subordinates, but they do not really rule the boys; for the latter are the real kings, and, like other kings, they ought to have their jester—their usher in cap and bells.

And such an one they had, as we have said, in one school forty years ago, though it is hard to fix him to any date, so immortal did he seem. There was a legend (and boys live on legends) that he began with the beginning of the school, in the dark ages, and the school was a bit of a Bounderby, in that it liked at times to brighten its present by blackening its past; and he was by way of being a Tennysonian brook, for, while other men might come and go, he went on for ever; he knitted the generations each to each—a link (though now, alas! a missing link) knowledge of whom gave common ground to the new boy and him who stooped for age. Stories grew round him like lichen on a boulder. He was useful as a peg, for on him you could hang any story that implied folly in the hero of it. Boys, with all their wits, are creatures of credulity, and it was only in later, sadder days that we found out that those stories existed or ever that great school was founded, and, indeed, were current at the Babel building, for that was a grand place for gossip. He could teach little, for he knew less even than he taught; and, like most idle ushers, he was somewhat savage at times. But boys rarely hate a savage master, if only he be human; but what they hate is the unjust man and the master, not of Arts, but sarcasm. "A beast, but a just beast," was held, and rightly held, by him of whom it was said to be the greatest compliment ever paid to him, while "sarcastic

beast" stands in schoolboy parlance for Malebolge. It is to be feared that ushers will not be loved in days to come, seeing that corporal punishment has been abolished as "degrading," and impositions given up as hurtful to caligraphy; and so the wretched creatures have no weapon save the tongue, and with this they plough upon their pupils' hearts, and make long furrows, wherein drop seeds of hatred that bear fruit a hundred-fold. Happily for the quaint man, in his day the great truth had not been learned that corporal punishment degrades; so he kept a rod that worked miracles, and used it well.

One day he caught a pupil "cribbing," and said something. The boy daringly denied. The master was incredulous. "Do you mean to say, sir, that I told a lie?" shouted the boy, rising to his feet. "Oh, no, no—not a lie, not a lie—only an error of judgment." A lie was called by that periphrasis for some days to come.

Among the stories that were affiliated on this quaint man were the crusted questions: "Who dragged who round the walls of where?" and "Who was Zeruiah? Was he a man or a woman?" and the stern command: "All the boys to the bottom!" But among the things that he did say was: "It hurts me to go so"—drawing in his breath sharply as he said the words; and, doubtless, it did, for he was suffering from tooth-ache as he "went so," yet did it many times; but those of us are little wiser who, having a sore throat, keep on gulping to see if it is getting better. His knowledge of Latin may be gauged by the fact that, to an inquiring boy, he gave "Spaniardi" as the equivalent of "Spaniards," and his indifference to niceties of prosody by his giving "nitor, nissus sum, niti" as the Latin for "strive," and adding: "It *really* is 'nitor'; but I don't mind," thus doubling the parts of the Pope and Gallio. Being popular, he had a nickname, whereby he was known to all the boys of his long sway. Among his pupils was his son, who, being sent to the bottom for some error, muttered rebelliously: "Blow Chump!" "Who Chump may be," replied his long-eared father, "I know not; but 'blow' is a horrible oath. Come here and be flogged." And flogged he was. Either this ignorance was assumed or he learned as well as taught, for in later years, when power had been curtailed, he reported, with righteous wrath, to higher powers a boy who had carved "my school-name on my school-desk in letters an inch long and *very* deep." And there it was!

The tradition was that the quaint man had begun at sixth form master, and sunk by the natural force of gravitation to the Petties or lower class. There, at any rate, he stayed through three generations of mortal headmasters, none of whom dared molest his ancient solitary reign. Then a Pharaoh arose who knew not Joseph. He was pronounced a survival, an anachronism, an impossibility. An appeal was made to the governors to pension him off; but they were stern, and answered that there was no pension fund for decayed assistants. One, however, more charitable than the rest, offered to solve the difficulty by presenting him to the living of Muddicombe-on-the-Moor. Alas! poor Yorick! His departure eclipsed the gaiety of one school, and it is doubtful whether the Moorsmen, Herrick's salvage folk, appreciated the infinite humour of a quaint schoolmaster without his cap and cane.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE invitation to members of the Guild to attend the Guild Congress, to be held at the City of London School on January 9-11, 1899, is sent out with the *Journal* and reprinted Report this month. Members are requested to read it carefully, and, if they intend to be present, to write to the General Secretary of the Guild before the date named.

The Special General Meeting of the Central Guild (adjourned from November 12) will be resumed at the offices of the Teachers' Guild, 74 Gower Street, W.C., on Friday, December 9, at 8 o'clock. Business: Discussion of the following Resolutions:—

"1. That the Guild use its utmost endeavours to secure the establish-

ment, for English schools, of a Leaving Certificate on the general lines of the Scotch Leaving Certificate."

"2. (a) That the establishment of a Friendly Society (Sickness and Accident Fund) on principles of mutual self-help for the benefit of teachers would carry out an integral part of the original object of the Guild, and would be of great advantage to its members; (b) that, if it be not found possible to get sufficient members of the Guild to establish the Friendly Society on a proper basis, membership of the Society be thrown open to other suitable persons belonging to the profession of teachers."

"3. That it is desirable that the Benevolent Fund, which has now been established, should be strengthened, in order to meet pressing cases of distress, and for that purpose that the leaflet to be submitted be circulated." (The leaflet referred to will be submitted to the General Congress, and will suggest means for maintaining the income of the Fund.)

[N.B.—In the course of the evening the Resolutions carried on November 12 will be communicated.]

In the event of any of the representatives already selected to attend the Congress being unable to serve, nominations will be received, at the adjourned meeting, to fill the vacancies thus caused.

J. W. ADAMSON, } Hon. Secs. of the
A. H. BROOKSBANK, } Central Guild.

The Executive Committee of the Council met on October 27. Present:—The Rev. Canon the Hon. E. Lyttelton, Chairman; the Rev. J. O. Bevan, Mr. H. Courthope Bowen, Miss H. Busk, Mr. R. F. Charles, Miss F. Edwards, Mr. J. R. Langler, Miss M. H. Page, Mr. F. Storr, Mrs. Sutton, Mr. J. Arnold Turner, and Mr. J. Wise.

The dates and duration of the Congress of January, 1899, were settled, and the places from among which the final choice of place of meeting should be made were selected. The arrangements for the representation of the Central Guild and Branches at the Congress were also settled.

The question of the arrangements for the preparation of a new Library Catalogue was referred to the Education and Library Committee.

Nineteen applicants for membership of the Guild were elected, viz., Central Guild, 13; Folkestone, Hythe, and District Branch, 4; Sheffield Branch, 2.

THE CENTRAL GUILD.

A Special General Meeting of the Central Guild was held at King's College on Saturday, November 12, the Rev. J. O. Bevan occupying the chair. The programme of the Congress of next January was discussed, and the following resolutions were passed:—

1. "That the Central Guild heartily approves the establishment of a Central Authority, as proposed in the Board of Education Bill, 1898."

2. "That that Bill should provide for the establishment of a Secondary Education Department proper, equipped with its own inspectorate."

3. "That we accept the proposals of the Bill with regard to the Charity Commission, but we hope that legislation on the lines recommended by the Secondary Education Commission may follow as soon as possible."

4. "That, while we approve, generally, the formation of a consultative Committee, as foreshadowed by the Lord President's speech (August 1, 1898), we consider it should be statutory, permanent, and identical with the Registration Council."

5. "That the formation of a register of efficient schools is essential."

6. "That the examination and inspection of schools by the Board should be compulsory, either directly or through recognized authorities."

7. "That some sanction, in the nature of a penal clause, should be added to the Teachers' Registration Bill, 1898."

The meeting recommended that a system of Loan Portfolios for teaching purposes should be established by the Guild, and it also considered suggestions for increasing the Guild's income. Questions relating to the Friendly Society and Benevolent Fund, and a proposal to introduce a Leaving Certificate into English schools, were deferred to an adjourned meeting to be held on December 9 at 74 Gower Street, W.C. A vote of thanks to the Principal (the Rev. Dr. Robertson) and the Council of King's College brought the business to a close.

CENTRAL GUILD.—LONDON SECTIONS.—CALENDAR FOR DECEMBER.

Section B (London Members).—On October 28, Prof. F. Womack, B.Sc., gave a charming lecture on "The Moon," illustrated with lantern views, many of them from photographs taken at the Lick Observatory in California. He treated the subject from the scientific side, and not only the popular one, which is more usual. The reasons for many of the deductions as to the moon having no atmosphere, and as to the alterations in the surface of the moon and the heights and size of the volcanoes, were most lucidly stated. The lecture was given, on the invitation of Miss Armstrong, at the Dame Alice Owen School. On November 26 this Section had the treat of a lecture from Canon Scott Holland on "Socrates." Most brilliantly and most clearly he expounded the teaching of the Greek sophists, and showed how Socrates

was always treated during his life, and even was put to death, as being one of them. He then proceeded to show how the teaching of Socrates, as expounded by his disciple Plato, differed from that of the sophists, and how delightfully that teaching was given under cover of the richest humour and in the form of questions, forcing his pupils each to think and criticize for himself. The lecture was not only very instructive, but most inspiring, as the speaker warmed to his subject. Mrs. Bryant, D.Sc., kindly received the Section at the North London Collegiate School on this occasion.

Friday, 2nd, 8 p.m.—Section D, at 24 Cleveland Gardens, W. "Observation of Children in Schools," by Francis Warner, M.D., F.R.C.P., F.R.C.S.

Friday, 2nd, 8 p.m.—Section F. At St. John's College, Battersea Square, S.W. (by kind invitation of the Rev. H. W. Dennis, M.A.), paper: "The Pupil's Share in his own Education," by the Rev. E. B. Hugh-Jones, M.A. Discussion to follow.

Wednesday, 7th, 8 p.m.—Section E. At Miss Wyatt's, 133 Queen's Gate, S.W., lecture on "Tennyson's Use of the Arthurian Legends," by J. Newby Hetherington, Esq. (Postponed from November 9.)

Friday, 9th, 5.30 p.m.—Section D. English Circle: "Some Musical Composers," by Mrs. Braden.

The following report of the courses at Caen and Tours, 1898, with preliminary announcements for 1899, has been issued by the Modern Languages Holiday Courses Committee of the Guild:—

The Holiday Courses at Caen and Tours in 1898, the second year in which the Guild has been responsible for their management, have been successfully carried out by the Committee appointed by the Council of the Guild, and the number of students has been almost exactly the same as in 1897, notwithstanding the multiplication of similar courses in other centres.

The statement of accounts which follows the reports of the representatives of the Guild at Caen and Tours shows that the year commenced with a balance in hand of £12. 3s. 8d., and that the balance remaining after meeting all expenses from October, 1897, to October, 1898, is £15. 8s. 4d., leaving a net profit of £3. 4s. 8d.

The following reports have been received from the representatives at Caen and Tours (Mr. E. J. Vie, B.A., Headmaster of the Boys' High School, Stockton-on-Tees, and Mr. C. H. Crofts, M.A., of Tonbridge School):—

REPORT ON THE CAEN COURSE, 1898.

The eighth French Course was held at Caen from August 1 to 27, and was attended by 66 students (32 men and 34 ladies). There were four courses of lectures provided, two of which were given by professors who had not previously taken part in the work. At the outset it seemed difficult to arrange to give students more than two conversation circles per week, on account of only five days per week being available for work, but after a few days I succeeded in organizing supplementary circles and enabled everybody to have three who was desirous of doing so. I believe the attendance was very good, but there was considerable carelessness about signing names daily in the class register, so that the apparent total of attendances was in some cases disappointing and probably incorrect.

The extreme heat, moreover, which prevailed throughout the whole of the Course was not conducive to mental or physical energy, but still the work was maintained with steadiness and vigour for nearly the whole of the time, although a large proportion of students left before the end of the Courses. The usual excursions were made successfully to the chief places of interest in and near Caen; three very pleasant social evenings were organized (one being given by the French professors and their wives); and four special evening lectures on subjects of general interest were also delivered.

Four County Councils sent exhibitors, as follows:—Durham, 5; Northumberland, 1; Staffordshire, 4; West Riding of Yorkshire, 22; and the continued recognition by the County Councils of the value and usefulness of these Holiday Courses should be most encouraging to the Committee, and assist very much in placing the work upon a thoroughly permanent basis.

Making some allowance for certain difficulties with respect to organization, the Courses of this year may be considered a decided success. The students, speaking generally, appeared to be thoroughly satisfied with the instruction they received, and with the general arrangements made for them. Everything points to the wisdom of continuing the work, but I think it will be well to consider the possibility of changing the place of the Courses, at any rate for one year. It is astonishing how much the presence of students who have attended previous Courses increases the ease and efficiency of the necessary arrangements, and both for this reason, and also for the sake of their own advantage, I think we should encourage them by every possible means to renew their attendance, and probably a new and attractive place and neighbourhood to explore would be a very powerful inducement towards this end.

EDWARD J. VIE.

REPORT ON THE TOURS COURSE, 1898.

The Course started last year so successfully by Mr. Marvin was

carried on this year with continued success. Twenty-two students (nine ladies) attended the lectures, twenty of whom stayed the whole three weeks. The numbers included all grades of teachers, and some few who were not in the scholastic profession. Only one held a County Council scholarship, granted by Northumberland. The programme, as arranged, was carried out in full, and gave general satisfaction. M. Derez, Professeur at the Lycée of Tours, lectured on "France and Europe from 1848 to 1870"; Mlle. Buisson, Professeur at the Training College for Schoolmistresses at Tours, gave a course on "The Chief Lyric Poets of France in the Nineteenth Century." A new departure was made this year in allowing students to attend both lectures for a single fee, and this arrangement was utilized by nearly all the students. Students also had the opportunity of attending small conversation classes with either professor. In most cases marked progress was made in the language, and in some considerable fluency was obtained. Nearly all the students lodged in families, or *pensions*, and thus further increased their opportunities of talking French, while a few also took additional private lessons. A successful attempt was also made to obtain French ladies and gentlemen to act as cicerones in the many expeditions made to the old *châteaux* and other interesting places in the neighbourhood, so that here again the students, when at recreation, were given opportunities which they could hardly obtain during a stay in France on their own account. The party were also kindly entertained at the *château* of Azay le Rideau by Monsieur Le Comte de Mauny, where a *discussion ouverte* took place on "The Aims and Objects of French and English Education." Thanks are due to M. Peytraud, M. Sourdillon, and other gentlemen in Tours, who did much to make the Course a success. The social evening arrangements were ably carried out by a small sub-committee, and there is every encouragement to hold the Course again next year. C. H. CROFTS.

The Committee of the Modern Languages Courses desire again to put on record their very hearty thanks to all the officials and teachers in France who helped to ensure the success of the Courses, and would make special mention here of the Recteur of the University, and of M. Berson, Director of the Ecole Normale at Caen, and of M. Sourdillon, at Tours.

PRELIMINARY ANNOUNCEMENTS FOR 1899.

Lisieux and Tours.—It has been thought desirable to make the experiment of holding a Course at Lisieux, instead of Caen, in 1899. Lisieux is a smaller place than Caen, and less overrun by English people, while it is almost equally accessible. There are also many features of interest about the town and neighbourhood, while the surrounding country is very beautiful. It is thought also that students who have attended at Caen already, and wish to attend again, will enjoy a change of centre. A Course of three to four weeks will be held at Lisieux in August (Representative, Mr. E. J. Vie, B.A., Headmaster of Stockton High School for Boys). A Course of three weeks will be held at Tours (Representative, Mr. S. de Ste. Croix, M.A., St. Edmund's School, Canterbury), also in August. A circular giving particulars and a list of books to be read in preparation for the Courses will be ready in January next. At least one of the Courses will be arranged for those who have no acquaintance with the spoken language. Others will be for more advanced students. In order to prevent disappointment, it is desirable to point out that all students should have a fair knowledge of grammar and reading, if they are to derive profit from the Courses.

A donation of £5 to the Teachers' Guild Benevolent Fund has been received from Miss Grey, the Gables, Marlow.

The Offices of the Guild will be closed on Monday, December 26, and probably on Saturday, December 24.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—Presented by the Editor:—Spenser's *Faerie Queene*, Book III., edited by Kate M. Warren.

Presented by Messrs. Blackie & Son:—Greek Dramatic Poets for English Readers, by C. H. Keene; King Lear, with Notes, edited by H. A. Evans; Latin Unseens, selected by A. Anderson.

Presented by Messrs. Macmillan & Co.:—Macaulay's Essays on William Pitt, edited by R. F. Winch; Macaulay's Life and Writings of Addison, edited by R. F. Winch; Introduction to Practical Physics, by D. Rintoul; Petites Ames, par Emile Pouillon, edited by S. Barlet; Practical Inorganic Chemistry for Advanced Students, by C. Jones; Qualitative Chemical Analysis (Inorganic), by C. Jones (two copies of each—one for Museum, one for Library).

Presented by Messrs. Swan Sonnenschein & Co.:—French Conversations, by Mlle. de St. Mandé (two copies of Book II.).

Presented by the University Correspondence College Press:—A Middle Algebra, based on the Algebra of Radhakrishnan, by Wm. Briggs and G. H. Bryan.

Purchased:—The Method of Teaching Modern Languages in Germany, by Mary Brebner; Edward Thring: Life, Diary, and Letters, by George R. Parkin (two Vols.); The Psychological Foundations of Education, by W. T. Harris; How to Study and Teach History, by B. A. Hinsdale.

JOTTINGS.

THE Corporation of the City of London have adopted a new and more liberal scale of salaries for masters in the City of London School. Henceforth there will be a lower and a higher school division. Masters in the lower division will start at £200 a year, and rise by annual increments to £350; masters in the higher division will range from £300 to £450. This is not magnificent, nor can it compare with salaries in the Higher Civil Service, but for all that it is a considerable advance on previous rates, and it is to be hoped that the governors of other London day-schools will follow the lead of the Corporation.

WHETHER increase of salary should be automatic, as in the Civil Service, is a different question, that we cannot here discuss. In our opinion the Headmaster should have some voice in the matter.

A SUCCESSOR to Mr. Eve in the Headmastership of University College School is yet to seek. The appointment of Mr. Barnard, late of Reading Grammar School, was duly chronicled; but it seems that, on second thoughts, this gentleman repented and withdrew. Apparently the choice now lies between the other two selected candidates, Mr. Paton, of Rugby, and Mr. Withers, Principal of the Isleworth Training College.

SCHOOLMASTERS have much to put up with. "So much for education," remarked the Deputy Mayor of Croydon, on sentencing two juveniles who had broken into a Board school. But, perhaps, he only meant that, had there been no School Board, this particular burglary could not have taken place.

CANON BARNETT's Committee has memorialized the Lord President with a view to getting increased grants on Queen's Scholars who, through the instrumentality of this Committee, proceed to Oxford or Cambridge. We hope—in the sober meaning of the words—that Mr. Barnett will get what he wants.

MISS ANNA C. PAUES, of Skara, Sweden, has gained the Marion Kennedy Studentship at Newnham.

EIGHT entrance scholarships, for competition in July, 1899, are announced by the Governors of the Royal Holloway College, Egham, Surrey.

THE *Pall Mall Gazette* recently published the following curious document. It is the oldest Eton College school bill known to be extant:—

THE EXPENCES OF CON O'NEALE from Annunciation to Midsommer, 1617:—

Paper	4d.	... £0 0 4
Rider's Dictionary.....	ixs.	... 0 9 0
A paper booke	xiiid.	... 0 1 1
Candles	xxd.	... 0 1 8
given to him	iis. viid.	... 0 2 6
taylor	4l. xiiis. 4d.	... 4 12 4
Ostess for him and his attendant.....	4l. viis. 5d.	... 4 7 5
For gloves	xxiiid.	... 0 1 11
Shoemaker.....	xvs. iiii.	... 0 15 2
Barber.....	viid.	... 0 0 6
Counsell when he was sick	4d.	... 0 0 4
Diet for him self	49s. 6d.	... 2 9 6
For his attendant	41s. 3d.	... 2 1 3
A hatt and a band.....	xviiiis.	... 0 18 0
His attendant's wages	vi.	... 5 0 0
For sweeping his chamber and making beds.....	iiiis.	... 0 3 0
For his lodging	xxs.	... 1 0 0
learning to write	vs.	... 0 5 0
inke, quills, sweeping ye schole	4d.	... 0 0 4
Shirts, bands, cuffs & æc	51s.	... 2 11 0
Tuicion	xxs.	... 1 0 0

Sum xxviid. iiiid. £26 0 4

THE Prince of Wales' Hospital Fund issued some months ago an appeal to the public-school boys of England to buy the hospital stamps. It has now been decided to give lantern-lectures in the public schools to stimulate further interest in the Fund.

MR. CHARLES COPLAND PARRY has presented a report to the Science and Art Department at South Kensington on French commercial and technical education.

A NEW Board School has just been opened near Finsbury Park, of which the total cost was £26,000, and the accommodation 930. This works out at nearly £30 per school-place. The cost of the site is, of course, included.

THE schoolboy has often been heard to declare that school is a nuisance. His accuracy of judgment has been vindicated by Mr. Justice Romer, who decided that a school may be a "nuisance" as regards adjacent house-property.

THE death is announced of the Rev. J. H. Edgar, who succeeded Mr. Waterfield at the Temple Grove School, East Sheen.

THE TABLES TURNED.

"The bore of all bores. . . . His subject had no beginning, middle, nor end. It was Education."—THOMAS LOVE PEACOCK.

The Duke, after sessions of jaw,
A difficult problem has floored;
Education was always a bore
But now he will make it a—Board.

DUX REDUX.

THE Central Welsh Board has considered the recommendation of the Teachers' Association in favour of the adoption of a pension scheme under Section 40 of the Welsh Act, and has referred the matter to a committee, who, with the aid of an actuary, will report to the Board in April.

OF the £4,000 which has already been either received or promised for the erection of the new Medical Schools at Cambridge, £300 was given by Lady Humphry (widow of the late Sir George Humphry, who contributed so largely to the advancement of the ancillary sciences), £200 by Mr. and Mrs. A. P. Humphry, and £100 each by Miss Edith Humphry and Dr. L. Humphry. All these donations are to be reserved for such part of the new buildings as may be dedicated to the memory of the late Sir George.

THE Council of the Working Men's College are making a public appeal in aid of their building fund. Two meetings have been held, one under the presidency of the Dean of Westminster, at the Jerusalem Chamber, and the other under that of Sir John Lubbock, at his own house; and a sum approaching £3,000 has been contributed or promised. The estimated cost of the new proposed buildings is £7,200, and a total of about £15,000 would be wanted to fit up the buildings, and (as the fees paid by students amount to barely one-third of the yearly expenditure) to provide for the maintenance of the college, its staff, and equipment, on a level with the standard now demanded. The address of the college is 46 Great Ormond Street, W.C.

A COMMITTEE has been formed for the purpose of promoting a testimonial to the Rev. T. W. Chambers, of the City of London School, who, after twenty-six years' service, is about to retire.

THE Duke of Westminster has informed Dr. Campbell, of the Royal Normal College for the Blind, that he will send £500 towards the restoration fund of the college. Miss Margaret Shaen has given £1,100 as a memorial to her late father, Mr. William Shaen, one of the promoters of the college; and "A Friend" has sent £1,250.

THE programme of the Conference of Headmasters, to be held at Shrewsbury on the 22nd and 23rd inst., is singularly full. On the first afternoon no less than ten resolutions dealing with the Education Board and the Registration of Teachers Bill have a minimum of three hours allotted to them. The chief movers are Mr. Lyttelton, Mr. Keeling, Mr. Vardy, Dr. Gow, and Mr. Eve. For the morning of the second day there is a most miscellaneous *menu*, varying from hymnology to pugilistics.

WE have received from the Gesellschaft für deutsche Erziehungs- und Schulgeschichte the prospectus of a new work that the Society is undertaking. A complete Subject Catalogue and Bibliography of Education in German-speaking Countries is now appearing in monthly parts. The specimen number is full of interest, and, as far as we have been able to test it, trustworthy. Intending subscribers should apply to Professor Fechner, 48 Friedrichstrasse, Berlin.

FOR some time private negotiations and *fourparlers* have been on foot for amalgamating the reconstituted University of London with the Imperial Institute. This means, of course, that the Institute (the Prince of Wales's white elephant) will make over its buildings, which are far beyond its present means or needs, to the University for a

proper consideration, reserving to itself such space as it requires. This is by far the most economical arrangement that has been suggested, and neither of the parties concerned has so far raised any objection. If the plan be adopted, "The Imperial University of London" would seem the most suitable name.

ONE of the signs of the trend of opinion in the direction of educational legislation is the publication of a sort of politician's hand-book, under the title "Secondary Education." The compiler modestly shelters himself behind the designation "An Expert." The book makes no claim to be called literature, but it is useful to the would-be speaker on the Education Bills of 1899.

THE Metropolitan Branch of the Assistant-Masters' Association listened the other day to a chatty talk, from Mr. J. S. Thornton, on "Schools and Schoolmen in Norway." Mr. Thornton is becoming a specialist on Scandinavian school systems, and the moral he always emphasizes is: Preserve, at all hazards, the liberty of private schools, for in them alone can initiative be found and experiment be made. By the way, shower-baths are provided in Norwegian schools. We know one London Board School where, in addition to this luxury, there is a swimming bath; and every boy may, if he likes, bathe before school.

THE school we speak of is a truant school situated in the region of Drury Lane. And it is, of course, exceptional. But the London Schools Swimming Association is active. The recently published report shows that, by its instrumentality, from twelve to fifteen thousand swimmers, girls and boys, are being turned out each year.

AT University College, London, Mr. A. J. Butler, M.A., formerly Fellow of Trinity College, Cambridge, has been elected to the Chair of Italian Language and Literature; Mr. Swale Vincent, M.B., M.R.C.S., has been elected to the Sharpey Physiological Scholarship, which carries with it the post of chief assistant in the Physiological Laboratory; and Mr. D. J. Armour, M.B., M.R.C.P., has been appointed to the vacant Demonstratorship in Anatomy.

MR. R. A. JOHNSON, B.A., New College, Oxford, has been appointed an examiner in the Scotch Education Department.

SIR JOHN GORST has appointed Mr. William Loring as his private secretary.

IN place of Mr. Clifford Smith, Miss Margaret S. Sim has been appointed Secretary to the Royal Holloway College.

MR. JOHN DON, M.A., has been appointed Rector of Peterhead Academy.

THE governors of Elland Grammar School have appointed Mr. J. Stewart Ross, B.Sc., of Seafield Technical College, Crofton, Hants, to be Headmaster.

THE Headmastership of Bloxham School, Banbury, has been filled by the appointment of the Rev. G. H. Ward, M.A., assistant-master at St. Paul's School.

THE Council of Bedford College has appointed Miss F. Mabel Robinson to the post of Secretary. Miss Robinson is the sister of Madame James Darmesteter.

THE REV. R. H. CHARLES, M.A., has been appointed Professor of Biblical Greek in Trinity College, Dublin.

MR. J. I. CANN, B.A., has been appointed Assistant Lecturer in the Normal Department of University College, Cardiff.

FOR Tonbridge the favourite candidate is a son of Dr. Wood, now assistant-master in Marlborough College.

MISS BISHOP, for many years Principal of the Royal Holloway College, has consented to become Principal of a new training college for schoolmistresses, to be erected at Camberwell.

CALENDAR FOR DECEMBER.

[Items for next month's Calendar should be sent in by the 24th inst.]

- 2.—Distribution of Prizes, Chamber of Commerce Examinations, by Lord Reay, at Mansion House, at 3 p.m.
- 2.—24 Cleveland Gardens, W., 8 p.m. Lecture on "Observation of

- Children in Schools," by Francis Warner, M.D., &c. (Teachers' Guild.)
- St. John's College, Battersea, 8 p.m. Paper on "The Pupil's Share in his own Education," by Rev. E. B. Hugh-Jones, M.A. (Teachers' Guild.)
- 7.—133 Queen's Gate, S.W., 8 p.m. Lecture on "Tennyson's Use of the Arthurian Legends," by J. Newby Hetherington. (Teachers' Guild.)
- 13.—33 Phillimore Gardens, 4.30 p.m. Lecture, "When I was a Child," by Mrs. Clement Parsons.
- 15.—Post Translations for Competition.
- 21.—Distribution of Prizes at Merchant Venturers' Technical College, Bristol, by Mr. W. H. Preece.
- 21, 22.—Modern Language Association, Annual Meeting at Cambridge.
- 23.—Post School News, items for this Calendar, &c., and Advertisements intended for January (1899) issue.
- 27 (first post).—Latest time for receiving small advertisements of an urgent nature for January (1899) issue.

January 3-14, 1899. Winter Meeting of the College of Preceptors.

The January, 1899, issue of the *Journal of Education* will be published somewhat later than usual, *i.e.*, will not be ready till noon on Monday, January 2, 1899.

UNIVERSITIES AND SCHOOLS.

OXFORD.

THE condition of legislative repose still prevails in Oxford: it is a long time now since any important educational proposal disturbed our slumbers—or, let us rather say, our peaceful daily activities. The only contests or discussions that have excited any general interest are the Council elections at the beginning of the month, and the recently raised question of the musical degrees.

For the Council of the University there were three places to be filled. For the first two the Master of University and Professor Poulton were the only nominations, and were accordingly returned unopposed. For the third place there was a contest between Mr. Hutton, of St. John's College, and Mr. Sidgwick, of Corpus. The latter was returned by a small majority on an unusually large poll. We see that in some quarters this election has been described as a great "Liberal" victory; and the *Oxford Magazine* has hinted at a possible revival of the question of women's degrees. The former statement requires considerable qualification; and the latter is a most improbable conjecture. The outsider needs reminding from time to time that the terms "Liberal" and "Conservative," as applied to these party gatherings, are really, to a great extent, misleading, even when confined (as they must be) to their strictly academic sense. There are no clearly defined coherent parties, such as the names would suggest: the cross divisions on diverse issues are innumerable. There are cases of people elected to Council as Conservatives who have been most active supporters of educational reforms; and there are not a few so-called "Liberals" who have resisted many or most of recent changes. As to the women's degree question, nothing is more certain than that, if a revival of it had seemed at all imminent or probable, any persistent supporter of that measure could have been easily defeated. It is more reasonable to argue that the result of this election points to a subsidence of the acute feeling excited by the controversy; and, if that is so, it will be felt by both sides to be satisfactory.

As regards the musical degrees, the point is very simple. These are the only degrees given by Oxford on examination alone, without residence. The proposal is, in substance, to remove this anomaly. The arguments against change are: that the privilege is a very old one, and is much valued by the profession; that to insist on residence would exclude a great number of those who at present profit by the privilege, as they would be unable to spare the time and expense required; that the University does not, and could not, provide the necessary teaching; that the change would restrict the University influence on a most important art, and so would reverse the recent wise policy of Oxford, which has all been in the direction of extension of its influence on those outside. To this it is replied that there is an element of unreality in the position of the musical graduate, inasmuch as he holds the Oxford degree without having been subject to the influences which give to other degrees their real value; that, though musical degrees have been given for centuries, the present system of examination only dates from 1856; that the change would increase the educational value of the degree, and so really benefit the profession, and give for the first time reality to the influence of Oxford on music; and, as regards teaching, that Oxford now possesses all the appliances needful for adequate instruction.

It is not at present known whether, or in what shape, the matter will be brought before the University. The anomaly cannot be denied; but there will, no doubt, be a difficulty in withdrawing a privilege

valued by the profession, even if it be shown that the value rests at bottom on a misunderstanding. Probably more discussion will be required before much can be done.

The *Times* of November 8 rather startled those interested in the training of teachers by a leading article which boldly stated that "for secondary education, no system for training teachers as yet exists." The writer of that leader is by this time, no doubt, a sadder and a wiser man. His ignorance was, however, our opportunity. The Rector of Exeter, who has from the first given invaluable support to the system of training established in Oxford (on Mr. Gerrans's initiative) two years ago, replied last week, in the columns of the *Times*, in an excellent letter, which gave an account of the successful work of the new department. About sixty candidates have been through the course, including masters of some of the most important schools; and, in one case, at least, it may be added, including even a headmaster. The success of the system at Oxford is largely due to the good fortune of the Delegacy in being able to secure the services of Mr. Keatinge and Miss Cooper, to organize the teaching and superintend the training of the students. The statute will come up again next year for re-enactment; but there is now every reason to hope that there will be no opposition to its being made permanent. It was admittedly at first an experiment, and the doubts felt and expressed were legitimate; but nobody who has watched the working of the experiment now doubts that it has "come to stay."

CAMBRIDGE.

The beginning of the month witnessed the biennial election of half the members of the Council of the Senate. "Moderate" and "Progressive" lists were circulated, in which Dr. Ryle was set against Dr. Peile, among the heads; Prof. Ridgway against Prof. Ewing, among the professors; and Mr. Whitting, Mr. Sedgwick, and Mr. Whibley against Mr. R. T. Wright, Mr. Dale, and Mr. Parry as members of the Senate. Mr. Chawner, Prof. Forsyth, and Dr. D. MacAlister were put forward by both sides. In the end, Dr. Peile, Prof. Forsyth, Mr. Whitting, Mr. Wright, and Mr. Dale were successful, in addition to the unopposed candidates. The "Progressive" ticket was thus carried almost entirely; a tie for the last place being decided by the casting-vote of the Vice-Chancellor. The only representative of Trinity returned was Prof. Forsyth.

The conservative instincts of the Senate in regard to measures, if not to men, prevailed when the question of abolishing the "additional" subjects of the Previous Examination came up for decision. Not only was abolition rejected with emphasis, but an apparently equitable proposal to readjust them, so that they might press equally on all candidates for Honours, received still scantier favour. So the Syndicate appointed for their consideration must now go forward and attempt to improve them, if it can, on the existing lines.

A change of a far-reaching kind affecting the same examination was, however, approved *nem. con.* Next year the Previous may be taken four times a year, and by schoolboys who have not yet commenced residence. As at Oxford, they merely require to be *bona fide* candidates for admission to a college, and as evidence of good faith they must pay their £5 matriculation fee in advance. The convenience of this arrangement to schools is obvious, and it paves the way for a further step—namely, the establishment of the Previous as a genuine and universal entrance examination to the University and the Colleges.

The entrance-scholarship examinations of the two big groups of colleges took place early in the month, and brought up close on four hundred schoolboys to compete. St. Paul's did not attain its usual success, winning four of the awards, against the six each gained by Clifton and Dulwich, and the five each gained by Charterhouse, Harrow, and City of London. Four each were also won by Uppingham, Rossall, and Christ's Hospital. It is rumoured that in classics and mathematics especially the competition was unusually severe, and many boys who were returned by the examiners as fully qualified for election came too low down in the lists to secure any of the awards. Probably many of these will now try at Oxford.

The Engineering Department has lost no time in utilizing the munificent gift of Mrs. Hopkinson and her children. The plans for the extension of the laboratory are ready, and building will begin at Christmas.

The wonderful collection of Semitic manuscripts brought by Dr. Schechter from the Genizah of Old Cairo, including the priceless Hebrew text of Ecclesiasticus, has been duly accepted by the University. A sum of £500 has been assigned for the purpose of binding and cataloguing them, so that they may be made accessible to scholars. The thanks of the Senate are to be conveyed to the generous donors, Dr. Schechter and Dr. Taylor, and to the heads of the Cairo community who gave facilities for their transport to Cambridge.

The Headmaster of Harrow has at length taken his D.D. degree, as Bishop-designate of Calcutta. He was presented by the Public Orator along with Mr. Arthur Lyttelton, Bishop-suffragan of Southampton.

The new Classical Tripos has been the theme of a long, minute, and twice-adjourned discussion in the Arts School. The tripartite arrangement, and the compulsion to take Part I. at the end of the second year,

have been the points most objected to. The report goes back to the Board for reconsideration, and will probably emerge with more than one important modification. Something has to be done to make the Tripos more humanistic; on this nearly all are agreed. The differences arise over details of machinery.

The Council propose to celebrate in a fitting manner at the beginning of next June the jubilee of Sir George Gabriel Stokes's tenure of the Lucasian Professorship, to which he was appointed in 1849. Sir George has been a successor of Newton not only in the Lucasian Chair, but in the Presidency of the Royal Society and in the Parliamentary representation of the University. He is the *doyen* of mathematical physicists, and pioneer in many branches of what used to be called natural philosophy. He is universally beloved, and his jubilee deserves to be made the occasion for a great academic festival. The Universities and scientific societies of the world will doubtless join in the congratulations offered by Cambridge in June. The Duke of Devonshire, our Chancellor, will probably preside over the festivities, which will last two days.

The reorganization of the University Library is under consideration. An increase of staff is required to cope with the arrears of cataloguing; more rooms are required to accommodate the ever-flowing tide of new acquisitions; and something like a central reading-room has long been a felt want. Proposals to meet these requirements are made by the Syndicate. They involve a large expenditure, and it is not yet clear where the money is to come from. Perhaps the new University Association will give its first attention to the Library, whose value and usefulness are felt by all departments alike, and whose aggrandisement is regarded with jealousy by none.

Thursday, November 24, will long be remembered in Cambridge. The Sirdar came to receive his LL.D. degree, and University and town vied with one another to give him a rousing welcome. As an East Anglian, and a brother-in-law of the Master of Christ's, he was, in a sense, coming home. The borough gave him its honorary freedom. The Vice-Chancellor gave him a solemn lunch. The Senate enrolled him on its list of Doctors. The Public Orator declaimed his praises in Ciceronian phrase. The undergraduates cheered and sang to delirium. The crowds were unapproached in volume and density. The Union elected him, in an overflowing house, to the Honorary membership of the Society, and were rewarded by an admirable little speech of thanks. In the evening the biggest bonfire since the "women's degree day" blazed in the market place; and next morning, for a mile round, no hoarding or wooden fence remained unpillaged. The great iron railings of the Senate House had earlier in the day yielded to the resistless pressure of the seething crowds, and in falling injured more or less seriously some half-dozen persons. But, notwithstanding, every one in Cambridge, under the age of twenty-one at least, looks back with enthusiasm and without regret on the mighty ovation given to Lord Kitchener of Khartoum.

The following appointments and elections are announced:—The Rev. W. Moore Ede (St. John's) to be a governor of Newcastle Royal Grammar School; Professor C. M. Thompson, of Cardiff, to be a governor of Monmouth Grammar School; Dr. E. G. King to be a governor of Moulton Grammar School; Mr. F. G. Hopkins to be University Lecturer in Chemical Physiology; C. E. Garrad, of Jesus, and R. R. Smith, of Selwyn, to be Carus Greek Testament prizemen; D. Shearme, of Trinity, to be Bhaunagar Medallist, as highest in the Indian Civil Service Examinations; Dr. Porter, Mr. Pollock, and Mr. Buckland to be University members of the Town Council; Mr. R. S. Morrell and Mr. J. S. Gardiner to be Fellows of Caius College.

The Marion Kennedy Studentship has this year been awarded to Miss Anna C. Paues, of Skara, Sweden, who took Honours in the Mediæval and Modern Language Tripos of 1897, and who is now studying at Heidelberg. After completing her course there, Miss Paues intends to return to Sweden and continue her studies for a degree at the University of Upsala. In consideration of her Cambridge Tripos course, Miss Paues has received a special permission from the King of Sweden to omit the examination for the "Kandidat" degree, which corresponds to the Cambridge B.A., and proceed direct to the course for the "Licentiate" degree, corresponding to the M.A. This is the first time such permission has been granted, and it marks an important step in the mutual relations of English and Continental Universities, side by side with the privileges offered at Cambridge to post-graduate students. Miss Paues is also engaged in editing a Middle English manuscript in the Library of Corpus Christi College, Cambridge; and she will spend the next summer vacation in England to carry on this work.

WESTFIELD COLLEGE.

The following students have passed the B.A. Examination:—First Division: Miss M. Hobson and Miss F. Goodey; Second Division: Miss A. Hope Wallace, Miss K. Moore, Miss M. Rammell, Miss M. Woodd-Smith, and Miss E. Welch. B.Sc., Second Division: Miss M. Jefferies.

MARIA GREY TRAINING COLLEGE.

Ten students entered for Part II. of the Higher Certificate of the National Froebel Union. Only one failed, and four received first-class

certificates. Of the eight who entered for Part I., one failed in Theory of Music, but passed in all her other subjects, and the rest passed well. The results of the Cambridge Higher Local Examination in the same division were satisfactory.

WALES.

The annual meeting of the Court of Governors of the University College of Wales was held at the College, Aberystwyth, on October 26, under the presidency of Alderman J. F. Roberts, of Manchester. The report of the Principal showed that the number of students last session was 375, of whom 218 came from Wales. The Alexandra Hall of Residence for Women was complete, and provided accommodation for a maximum of 207 students. At present there were 178 women in residence; 50 of these were normal students, and this fact had an important bearing on the urgent need for an increase in the grant made by the Education Department in respect of Queen's scholars, as one-fourth of the cost of the hostel might thus be charged to the Normal Department account.

The half-yearly meeting of the Central Welsh Board of Intermediate Education was held at Shrewsbury on October 29. The draft proposals for the regulations in regard to the granting of certificates were submitted by the Executive Committee. It was agreed to issue the junior and the senior certificates, and to defer the consideration of the awarding of the commercial certificate. It was further decided that the certificate examinations should be conducted as part of the regular examinations of the schools, and in the same manner as those examinations. Mr. T. E. Ellis, M.P., said they had placed a very heavy responsibility upon the masters and mistresses of the schools, and public opinion in Wales would be very severe upon any teacher who infringed the confidence placed in him.

[Space compels us to hold over the rest of our Welsh news.]

SCOTLAND.

Mr. James Stuart, M.P. for Hoxton, was unanimously elected by the students Rector of St. Andrews University on November 5. Mr. Stuart is a distinguished *alumnus* of St. Andrews, whence he proceeded to Cambridge. At Cambridge he was Professor of Applied Mechanics from 1875 till 1889, when he resigned in order to devote himself to political work and journalism. His labours in connexion with the University Extension movement have made him well known to all interested in education. The St. Andrews students have shown excellent good feeling in making the election unanimous; and they celebrated their own merits, and those of the new Rector, by a picturesque torchlight procession in fantastic masks and quaint costumes.

ASSOCIATION OF TEACHERS IN THE SECONDARY SCHOOLS OF SCOTLAND.

[By a resolution of the Association, at the Annual Meeting on November 23, 1895, the "Journal of Education" was adopted as the medium of communication among members of the Association.]

EDINBURGH BRANCH.

A meeting of the Edinburgh Branch of the Secondary Teachers' Association was held on November 12, at 5 St. Andrew Square. There was a good attendance, and the chair was occupied by Mr. James Oliphant. The Rev. W. A. Heard, Headmaster of Fettes College, read a paper on "Dr. Arnold." On the motion of the Chairman, Mr. Heard was heartily thanked for his paper.

The Chairman then delivered his retiring address as President. In the last few months, he said, a definite advance had been made towards the official organization of their public secondary instruction. If there was as yet no distinct promise of a Secondary Education Act, there had been further paving of the way towards it. The authority of Dover House had been extended by a concentration of powers under existing Acts, and by additional support from the Exchequer, while hints had been thrown out that in the near future the present Government might venture to initiate further legislation of a comprehensive character. In these circumstances, all who were interested in the prospects of secondary teaching must have scanned with some anxiety the recent circular of the Department, and the public declaration of policy made by the Secretary for Scotland. The Chairman proceeded to discuss at some length the recent speech of Lord Balfour of Burleigh at Paisley, in which his Lordship said that the most essential point about the higher schools of the country was that they should offer, not a specialist, but a liberal, education. He (the Chairman) raised the question, in considering the subject, whether all idea must be abandoned of providing boys belonging to any class of the community with an education which, up to the age of fifteen, at least, would be liberal in the highest sense, by which he meant that that education should be adjusted to form the best preparation for life as a whole, without the slightest regard either to artificial standards or to the demands of any particular calling. He argued that, if the curriculum of the secondary schools could only be reformed on that basis, not only would there be the greatest gain to the pupils, who would attend these schools in any case, but the distrust of many who now refused to enter them would be almost entirely removed, and there would be an end to all competition from extension of the elementary

system. If pupils from the elementary public schools could pass, without any break of continuity, into the existing secondary schools, and could feel that they would continue to receive an education that would be of genuine value to them, even though it had to end at the age of fifteen or sixteen, and though it had no immediate relation to any particular calling, the demand for a premature specialism on the industrial side would be discredited, and the threatened rivalry would lose all its present justification.

At the close of his address, Mr. Oliphant moved the appointment of Mr. J. B. Hamilton, Melrose, as President, and, the motion being adopted, Mr. Hamilton took the chair, and proposed a vote of thanks to Mr. Oliphant for his address, which, it was agreed, should form the subject of discussion at a future meeting. Miss Hunter, St. George's High School for Girls, Edinburgh, was elected Treasurer, and Miss McLean, of the same institution, was appointed Secretary of the Branch.

IRELAND.

The National School teachers have determined to bring the new pension rules to a legal decision, and funds have been contributed to meet the expenses of an action at law. They have not shown the same resolution and persistence in regard to another great grievance—the power possessed by managers of dismissing a teacher with three months' notice, there being no appeal from such dismissal or investigation into the case. The teachers have yielded to the hostility of the bishops to any scheme for taking this power out of the hands of managers. By the Maynooth Resolutions, indeed, the bishop of the diocese was constituted a court of appeal for any teacher dismissed by a manager, but some sensational cases within the last year showed that such an appeal is an illusory safeguard. The bishop either declined to interfere, as in the Leixlip case, or, as in some others, was himself the inspirer of the manager's action. It is perfectly plain that both bishop and manager retain, and are thoroughly determined to retain, the right of getting rid of any teacher whom they do not wish to continue at the head of the school. Their motive is, of course, plain enough. To allow any other authority to retain or dismiss teachers would be to surrender the control of the Church over the choice of what teachers the young shall be placed under. Were, for example, the National Board made the final authority, teachers whom the Church disapproved might be kept at the head of schools. To the resolute opposition of the bishops the teachers, with that want of sturdy, persistent firmness which has been the source of most of the misfortunes of Ireland, have yielded, and feigned a sort of contentment with the empty Maynooth Resolutions. Still, they are anxious to get better terms, and applied first to the Bench of Bishops, and then to Archbishop Walsh, for an audience and conference. Both have refused to receive either a deputation or a memorial from the teachers.

It is curious to note how similar is the tone of mind which leads the Church to claim this kind of authority, whatever the difference of creed. The Protestant teachers have refused any appellant court chosen by the clergy, and this refusal has excited disapproval and indignation in the Protestant Church, the dignitaries of which are quite as anxious to control the choice of teachers as are the Catholic bishops.

Since the publication of the admirable Report of the Manual Instruction Commission, no information was given to the public as to whether steps were being taken by the National Board to carry out its recommendations until recently. In response to inquiries lately made by the *Daily Express*, Archbishop Walsh has written to say that the National Board are preparing a scheme to lay before the Treasury and Parliament. The scheme will require additional funds, and, perhaps, an alteration in the various purposes to which the endowment is allotted. We may hope that the National Board will actively try to have the scheme carried out, since they were the chief cause of the Commission being appointed, and themselves formed the majority of the Commission—ten out of its fourteen members.

A very large number of answers to the "Queries" sent out by the Intermediate Education Commission have been received. These are now being printed for reference. Those sent in by the Irish Branch of the Teachers' Guild, the Central Association of Irish Schoolmistresses, and the Assistant-Masters' Association strikingly resemble each other in the main points, although they were drawn up separately, and without consultation. They all advocate the introduction of inspection, the lessening in value of the larger prizes (with the imposition of a condition that they shall be spent on education), various expedients for the reduction of cramming and memory work, greater encouragement of science, and the establishment of a consultative board of expert educationalists to assist the present Commissioners. Many individual educationalists have sent in recommendations substantially the same. Prof. Mahaffy's article, in the *Nineteenth Century*, contains somewhat similar recommendations, and some of his suggestions are excellent, though they are marred by that want of comprehension of, and sympathy with, Irish feelings and needs which so much weakens his influence in Ireland.

On Conferring Day at the Royal University it was announced that two new courses had been established in the University—one in Agricultural Science, the other in the Science of Education. The Royal

University can only examine, but the courses may be the beginning of better things. In the examinations in Education practical experience and practical tests at least can be made obligatory, and with the hoped-for establishment of a Board of Agriculture and enlargement of the College of Science there is no reason why a course of practical study in Agriculture should not be made an essential condition of obtaining the diploma in Agricultural Science of the Royal University.

Much dissatisfaction was felt this year with the results of the autumn examinations for scholarships and honour degrees in the Royal. The University has increasingly given a very small number of honours, no doubt with the object of establishing a high standard. Carried too far, however, this practice discourages good students from taking the extended honour courses. In Modern Languages this year 50 per cent. of the candidates failed to pass, and only three honours were awarded, while, for the first time since the founding of the University, no scholarships whatever in Modern Languages were given. It is supposed that the very low marking in French was the chief cause. It is hoped that in response to many complaints the marking will be revised. Six scholarships in Classics were awarded this year; three of them were won by women students.

Several conferences have been held in the Catholic University College on the subject of carrying on the agitation for the establishment of a Catholic University, but the results of the deliberations have not been made known. Lord Cadogan's Belfast speech has pleased neither friends nor foes of the project. The Orange section are, of course, indignant at the Lord Lieutenant's public avowal of approval; the Catholic party are nearly equally indignant with his implication that, till a majority of the opponents are converted, the Government cannot undertake to bring forward a measure on the subject. It is plain that such a measure would meet with much opposition, not only from the strong Protestant party in Ireland, but also from many English Liberals. It is believed that Sir William Harcourt, backed by the anti-ritualistic feeling aroused lately in England, would lead such an English opposition. The real cause, however, of Mr. A. Balfour's hesitation (which has markedly increased in the last year or so) is believed to be the fact that the Cabinet are divided on the question. At least three members have declared that their support of a measure for a Roman Catholic University would cost them their seats.

The Hermione Art Lectures in Alexandra College this year were a pleasing success. Miss Jane Harrison lectured on the "Parthenon" to large audiences, and gave universal satisfaction and pleasure. Next year Professor Flinders Petrie will be the lecturer, and will, of course, take Egyptian Art as his subject.

In Trinity College the degree examinations have just concluded. The two studentships—the highest prizes of the undergraduate course—were won by Mr. Gwynn and Mr. Yeates. Mr. Gwynn, one of Dean Gwynn's sons, took first places both in Classics and Modern Languages. Mr. Yeates had only one subject, Mathematics, and, it is said, scored only 39 per cent. in that. No candidate taking two subjects obtained a gold medal in Mathematics.

ALEXANDRA COLLEGE, DUBLIN.—The results of the autumn examination at the Royal University were made known at the end of last month, and complete the lists for the year. The record of the successes gained by Alexandra College during the year is as follows:—One M.A. degree; one B.A. degree, with honours in Mathematical Science; thirteen B.A. pass degrees. At the Second University Examination the College was awarded one first-class exhibition, value £36, with second place; one second-class exhibition, value £18; and eight honours. At the First University Examination the College obtained one first-class exhibition, value £30; five second-class exhibitions, value £15; with twenty-two honours, including first honours and first place in English, first honours with first and second place in German, first honours in Latin. As will be seen from the foregoing list, the record of Alexandra College at the First Examination in Arts has been an extremely brilliant one. The College has easily out-distanced all other Irish colleges, men's and women's, in the number of honours obtained, and stands far ahead of the liberally endowed Queen's Colleges. At the Matriculation Examination the College gained nine honours.

SCHOOLS.

CLERGY ORPHAN SCHOOL, ST. MARGARET'S, BUCKS.—On the 16th ult. (Prize Day) a large number of guests were welcomed at St. Margaret's by Miss Baylee, the Headmistress, to witness the giving of prizes by Sir Joshua Fitch, LL.D. The function was preceded by a short musical entertainment, both vocal and instrumental, every item reflecting the greatest credit on the training of the girls. Faith Watson was the only girl in England who gained distinction in Mathematics in the Oxford Senior Local.

GRIMSBY DAY SCHOOL FOR GIRLS.—The prizes were distributed at the Town Hall on November 12, by the Dean of Lincoln, Mr. Tuckwell, Examiner under the Oxford Local Board, presiding. The Dean congratulated the school on being made a centre for the Higher Certificate Examination, and pointed out the advantage to a town in the possession of a good girls' day school. He dwelt on the progress made in

secondary education in England, and on the ability which the original leaders of the movement—Miss Clough, Miss Kennedy, and others—had shown as organizers. Mr. Tuckwell explained the difference between primary and secondary education, and said that a University-conducted examination was the only satisfactory test of secondary education. Lilian Clifton obtained the Higher Certificate of the Joint Board in Literature, Elementary Mathematics, History, and Freehand, Model, and Geometrical Drawing, with distinction, and South Kensington Certificates for Model Drawing, first class Geometrical Drawing, and a second class Pass in Elementary Chemistry.

PENARTH COUNTY SCHOOL FOR GIRLS.—The annual distribution of prizes took place on November 4, in the school hall. Mr. Robert Forrest, J.P., was in the chair, and the prizes were presented by Lord Windsor. Scholarships were awarded, on the result of the Central Welsh Board examinations, to Annie Hunter and Mary Williams. An entrance scholarship was won by Fanny Jones. Scholarships, awarded the previous year, to Catherine Clement, Ida Absalom, and Winifred Evans were renewed. After distributing the prizes, Lord Windsor gave an interesting address on educational and political questions. Scenes from "A Midsummer Night's Dream" followed. A violin and pianoforte duet was given by Miss Kitty Davies and Miss Marion Ingram, and a pianoforte solo by the latter. The proceedings concluded with the singing of "Land of My Fathers" and the National Anthem.

TONBRIDGE SCHOOL.—There have been many changes in the school since last term. Among others the junior school has been abolished, and a preparatory school in connexion with the school has been opened by Mr. A. C. Bickmore, formerly headmaster of the junior school. But all other events have been thrown into the shade by the appointment of Dr. Wood to succeed Mr. Welldon at Harrow. Dr. Wood has been Headmaster of Tonbridge for little over eight years, and during that time the numbers of the school have risen from 170 to over 400. New buildings, including a new big school, class-rooms and laboratories, a racquet court, and swimming bath, three boarding houses enlarged, and two new ones added, all bear witness to the prosperity of the school under Dr. Wood's rule. It might almost be said of him that "he found Tonbridge brick and left it marble."

TRURO HIGH SCHOOL.—The annual prize distribution took place in the school hall on Monday afternoon, November 7. The proceedings were opened by a part song, rendered by the whole school, after which Miss Morison, the Headmistress, read her report of the work and progress of the school during the past year, which in many respects has been a record one, the extension of the science teaching and the establishment of a kindergarten being some of the more noteworthy features. Before distributing the prizes, the Bishop of Truro (Dr. Gott) delivered a most helpful and encouraging address, expressing his great satisfaction with the growth and tone of the school. The Bishop of Thetford (Dr. Lloyd) also gave a most interesting address, pointing out the ideal that every girl should set before herself in life. On the morning of the same day a special service was held in the Cathedral, at which the school anthem was sung by the girls. In Group A, Cambridge Higher Local, N. Dixon obtained First Class Honours (Distinguished in History of English Literature); S. Eathly, First Class Honours. M. Hedges and G. Fry, Class III. in the last London Matriculation Examination; L. John was placed in Division I.; M. Fogg in Division II. In Cambridge Senior, U. Chase, M. Fogg, U. Keeling passed. Cambridge Junior: R. Atwood, M. Tomlinson, Class III., M. Cornish (Distinguished French) and G. Roskelly passed. Twenty-eight certificates (nine Honours) were obtained in the Royal Drawing Society's Examination.

WESTMINSTER SCHOOL.—F. T. Barrington Ward has gained an open classical scholarship at Hertford College, Oxford; and S. A. Sydney Turner has been awarded a Major Scholarship for classics at Trinity College, Cambridge. Captain Smyth (O.W.) has been given the Victoria Cross.

WORCESTER CATHEDRAL SCHOOL.—The following have been elected to King's Scholarships: F. L. Steward, F. T. Bode, H. D. Day, H. F. G. Halford, W. G. Coombs, G. D. Day. Honourably mentioned: T. Stinton and A. W. Evans. Mr. F. C. Boon, B.A. Lond., late Mathematical Scholar of Clare College, Cambridge, has joined the staff. The governors have decided to proceed at once with the erection of five new class-rooms, a masters' common room, and a science laboratory. H. L. Sampson has been elected to the Meeke Scholarship (Classical) at Hertford College, Oxford.

PRIZE COMPETITIONS.

The Translation Prize for November is awarded to "Eicarg."
Proxime accessit: "Late and Luckless."

The Extra Prize for November is awarded to "Adab."

En voici un enfin qui a tenu bon, qui a résisté sans fléchir. Nature fine et forte, il s'est de bonne heure proposé son but, et n'en a pas dévié

un seul jour. Fidèle au corps d'élite de la poésie, M. Brizeux me fait l'effet de ces officiers supérieurs dans une arme spéciale, savante, qui, voués au noble génie de leur art, s'y tiennent sans vouloir jamais d'avancement ailleurs.

Le vivre plus facile, la popularité courante, au prix de son art chéri, au prix d'une seule perle de son loisir, il n'en a pas voulu. C'est là un trait de caractère. Nul doute qu'il n'eût pu, en se lâchant un peu, en s'assujettissant aussi, prétendre à ces succès plus ou moins faciles, mais où la distinction, après tout, ne nuit jamais. Il n'a pu s'y résoudre: le mieux, un certain idéal posait devant ses regards et ne lui laissait pas de trêve. Voyez-le écrire en prose, dans quelque préface concise et comme furtive: il n'écrit pas véritablement, il court, il fuit. Sa plume appuie le moins possible; il semble sur des charbons ardents; il y va comme un pied fin sur des pavés mouillés.

Il lui faut le vers, il lui faut la ceinture: sa pensée veut marcher enveloppée du rythme et de la cadence. Talent bien énergique dans sa délicatesse, il a sauvé sa veine du grand mélange; il n'a pas noyé dans les flots d'encre sa poudre d'or. Plus d'une fois, quand les génies régnants, trop généreux, brassaient autour de nous leur poésie à pleine cuve, lui, avec dédain et en silence, sortait, emportant toute la sienne dans sa bague.

La bague secrète a fini pas rendre, non pas le poison, mais les essences et les senteurs. Cette renommée particulière du poète a comme insensiblement transpiré. Sans bruit, sans aucun renfort d'auxiliaires, M. Brizeux s'est fait sa place à part dans le groupe des maîtres-chanteurs du temps. Nous l'y trouvons aujourd'hui tout porté, et n'avons qu'à l'y reconnaître.

By "EICARG."

Here at length is one who has stood firm, who has resisted unflinchingly. Of a delicate yet strong nature, he has, from the very outset, set before himself an aim; and from that aim he has not deviated, even for a single day. A loyal member of the *corps d'élite* of poetry, M. Brizeux seems to me like one of those superior officers in some special and learned branch of the service, who, devoted to the noble genius of their art, are wrapt up in their work and never wish promotion elsewhere.

An easier life, a commonplace popularity, at the expense of his cherished art, at the cost of one of these dainty poems, the pearls of his leisure, he would not have. That is a characteristic feature. Doubtless he might, by letting himself go a little, or by sinking his own individuality, have aspired to one of those successes which, though more or less easily gained, never harm a literary career. He could not make up his mind to this: a higher standard, a definite ideal, hovered before his eyes and gave him no rest. See him write in prose, in some short preface that tries, as it were, to hide itself away: he seems not to write, but to hurry over his ground, to fly. His pen hardly touches the paper; he is as one treading on red-hot embers; he swiftly picks his way like a dainty foot crossing a muddy pavement.

The restraint of verse is what he needs; his thoughts flow best when veiled and imprisoned in rhythm and cadence. Energetic in spite of his delicacy, he has saved his vein of genius from any admixture of dross; he has not drowned his golden dust in floods of ink. More than once, when the reigning literary idols have, in their over-generosity, given us to drink of their poetry in gallons, he has passed out, disdainfully and silently, carrying all his with him in his ring. But that secret ring has finally yielded up, not poison, but fragrance and perfume. The peculiar merit of the poet has transpired, as it were, insensibly. Quietly, without the help of others, M. Brizeux has won for himself his particular niche in the group of the master-singers of the day. We find him installed there already; we have merely to recognize his position.

Sainte-Beuve's language is highly metaphorical, and herein lies the special difficulty of the passage. Thus, *Il lui faut le vers . . . la ceinture*: "He needs the restrictions of verse" gives the meaning adequately, but the French suggests the singing robes, or, rather, the strait livery of the poet, the girdle of the Muses. In what follows, the metaphors seem to be a little mixed, or, to put it differently, they will not all equally bear developing. To start with what is certain: the ring is, of course, an allusion to the *Cannarum vindex amulus*, the ring of Hannibal, wherein he carried poison. Here, instead of poison, it holds the quintessence of poetry. Going back, we find this same poetry figured as gold-dust that M. Brizeux will not drown in floods of ink. Here, apparently, the implied simile is taken from sand used for blotting-paper. But this hardly tallies with, "while the reigning poets, with reckless prodigality, were brewing for us verse by the vat-full." "E. H. O." detected an allusion to Dantzig waters, a liqueur with a golden tinge; but this is surely far-fetched. Again, several inform us that *mélange* is a technical form in brewing for the mixing-tub. Ste. Beuve may have intended to suggest this special meaning, but *veine* bars us from making it explicit, and we must be content with: "He kept his individuality distinct from the ruck." The moral to translators of this somewhat lengthy preamble is: Paint the warts if they are there, but soften rather than exaggerate them.

I have left myself little space to go through the passage piecemeal. *Nature fine et forte*: "With a character at once sensitive (subtle) and strong." Note alliteration; *fin* has no exact equivalent. *Corps d'élite*, it is true, is naturalized, but I prefer "the chosen band of poets." *Une arme spéciale savante*: "a special scientific branch of the service," "a special weapon (army)," "a guild of literary men" were common blunders. *Le vivre*, "as for a competency . . . of this he would none." Keep the French order. *En se lâchant*, "in giving himself the rein, and, at the same time, submitting to the yoke." *Où la distinction*, "where, after all, distinction is no drawback." Many missed the touch of irony. *Le mieux*, "perfection," cf. proverb, "Le mieux est l'ennemi du bien." *Comme furtive*, "which seems to shun the light," "which almost blushes unseen." *Cette renommée particulière*, "His esoteric fame oozed out, as it were, imperceptibly, and spread abroad"; *particulière* is rather "private" than "peculiar."

In the prize version for October we duly noted, but forgot to comment on, one bad blunder—*dans toutes les fois*, "at all times." It means, of course, "in every form of creed." We take the opportunity of again entering a caveat against the supposition that we guarantee the absolute faultlessness of prize versions. In this particular case two, if not three, "faultily faultless" translations were weighed, and found wanting.

The Extra Prize went a-begging. There were only five sets of answers, and one of them a replica. The first and second quotations were from Hobbes, the fourth from Bishop Magee, the fifth from Bacon. "Minorities are always right" is assigned by "Gothicus" to Tom Paine. Will he give chapter and verse? A copy of "Essays and Mock Essays" has been awarded to "Gothicus."

We classify the 206 versions received as follows:—

First Class.—Fortes et Fideles, 100,000, Late and Luckless, Brief, M.M.M., Gothicus II., M.T.T., Myrrh, Prospice, Mendizeva, W.E.T., E.G.Y., Eicarg, Epimetheus, Saxis, Miranda, Pea-shooter, Llanandras, Menevia, Chingleput, Amos Trent, Dragoman, Enidlasseg, *ó deiva*.

Second Class.—Nectarine, Bertrand, Rolobo, Facta non verba, Myra Han, Ellis, Katchen von Heilbronn, A bon entendre salut, Stedje, Roxane, Premier lundi, Patriarch, Chemineau, Mars, Poco a poco, Preterite, Cineria, Day Dawn, R.G., Seabury, T.M.A.L., Frig, Sibylla, Amstel, Vandal, Cymra Fydd, Adelheid, Der Adler, Winchbrowe, Ted, Puck, Caliver, Nonyeb, Oxford Wanderer, Cheltenham, Jasper, Seg, Adab, Mango, Priscilla, Woodcote, Gentian, Sweet Kate, Syda, E.E., Sorrowful, Mutamur, Age, Hannibalia, Pennycomequick, Ignorant, Lady Macbeth, One-and-two-pence-halfpenny, G.B.S.N., Vetter aus Bremen, SO. SO. BO., Sirach, Zeno, E.M.P., Juive, Borealis, R.F.F., E.L.K., Musca, Ouzoo, E.A., W.S.M., E.H.O., Brin, Vlaamsche meisje, Unstable; Stuart, Rebel, A Dutch Doll, Onone, *μὴδὲν ἀγαν*.

Third Class.—Kats, S.M.B.L., David, Deutsche Wurst, Agnese, Cathbar, W.A.T., Blackheathen, Onoria, Marigold, Scrags, Mouse, Tom-Tit, D.M.L., Blanche, Atar, Shepherdess, H.E.B., H.M.M., Finda, Shark, Mow, Romany, G. Sniping, Carrington (K.H.S.), Saratry-Pontresina, Magnar, E.M.W., Mask, Gipsy, Lyceum, Guarda, Critica, B.K., Sibyl (K.H.S.), Margery (K.H.S.), James, E.W., Ithurbide, S.H., Cosmopolitan, A.R.H., Thora Emma, K.L.P., Highfield, Wilts, Felicia, Ouseford, St. Efflan, Semaj, Philaminta, Giddy Girtan, Arab, Lilith, L.A.D., Cheackley, Piano-organ, Hop Dog.

Fourth Class.—Seventy-seven, Wanda, E.S., Hjalmar, Penga, A Branch of Ivy, Mac, Tommy Atkins, Albion, Ballyhooley, Shrimp, Cymru, Tweedledum, Glück auf, Booza, The Lioness, Maury de Pleville, V.M., Dido, Kitchener, S.W.W., M.P.E., E.W., Elizabeth Boyd, Finetta, Haron, Deutsch, Stillmans, Ants, Noblesse oblige.

Fifth Class.—Tony, Jonah, Topsy, Wyvern, Aramis, P.O., Ulu, S.O.A., Champ, S.T.O., Walma, Girlie, Adipose, Westminster, G.O.R., Sta, Moro, Pal.

A Prize of Two Guineas is offered for the best translation of the following Lyric of Höfly:—

MAILED.

Der Schnee zerrinnt,
Der Mai beginnt,
Die Blüthen keimen
Den Gartenbaumen,
Und Vogelschall
Tönt überall.

Pflückt einen Kranz,
Und haltet Tanz,
Auf grünen Auen,
Ihr schönen Frauen,
Wo junge Mai'n
Uns Kühlung streu'n.

Wer weiss wie bald
Die Glocke schallt,
Da wir des Mai'n
Uns nicht mehr freu'n.
Wer weiss wie bald
Die Glocke schallt!

Drum werdet froh!
Gott will es so,
Der uns das Leben
Zur Lust gegeben!
Geniesst die Zeit
Die Gott verleiht!

An Extra Prize of One Guinea is offered for the best sentence composed of words the initials of which form a complete alphabet in order.

Thus: "A bad character does even far greater harm in journalism," &c. Full stops are admissible, but the sense must be connected.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by December 16, addressed "Prize Editor," JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

CHRISTMAS BOOKS.

CASELL & CO.

- (1) *Scouts and Comrades*. By E. S. ELLIS. *Klondyke Nuggets*. By E. S. ELLIS. *Cowmen and Rustlers*. By E. S. ELLIS. (2) *Spectre Gold*. By HEADON HILL. (3) *Cassell's Saturday Journal*. (4) *Little Folks for 1898*.

(1) Of these three stories by the same author, the first bears off the palm. It is a tale of the war of 1812, when the United States were fighting against the English, aided by some of the North-West Indian tribes. It is not particularly flattering to English vanity, since the British share of the proceedings is a series of ignominious defeats and retreats. The adventures of the two young scouts are of a most thrilling kind, but much of the interest centres in Kenton—with whom Mr. Ellis has already made us familiar—and in Tecumseh, a Shawanoe chief and born leader of men, who would have done credit to any nation and age. The two other stories are both readable; and there are some exciting scenes in "Cowmen and Rustlers," which boys will appreciate.

(2) This is called a "Romance" of Klondyke, but we should rather call it a "tragedy," from the wholesale way in which the characters are killed off. There are two natural and eight violent deaths in the story, not counting a little revolver practice, which, we are given to understand, will finish off the worst of the many villains as the story ends. It is well written; and the descriptions of Skagway and Mother Mursell's Hotel are very effective. Dick and Beryl do not count for enough in the story; in fact, the latter is not much more than a name.

(3) This is an altogether wonderful publication. For one penny we get nineteen pages of letterpress. We cannot say much for the paper, and it is a pity that its quality should be emphasized by the contrast of the advertisement pages; but the print is clear and readable. There are short notes on well known people, a complete story, part of a serial, innumerable short paragraphs, anecdotes, jokes, &c., and a page of comic illustrations. The yearly volume is nicely bound, and some of the large illustrations are pretty and effective.

(4) This year's volume contains plenty of variety from the "Pages for Very Little Folks" to a capital serial, by D. H. Parry, with very good illustrations. The interviews this year are all with small boys and girls who earn their living. These children, we are told, are not in the least oppressed by the amount of work they have to do, but are just as merry and light-hearted, and eager over childish amusements, as if the public, on whose favour they depend, did not exist; and their relations, far from urging them on, are only anxious that these small "stars" should not be overstrained in any way. We hope it may be so, but the accounts seem a little too *couleur de rose* to be quite natural, and we should doubt the possibility of their escaping quite unharmed from the positions into which they have been thrust by their premature gifts. There are verses, songs set to music, prize competitions, and shorter stories in plenty; and Master Charlie's French and German lessons will, no doubt, be popular. The six coloured plates will please the little ones, and many of the illustrations are clever. Surely there is a mistake in quoting the old nursery rime of "Georgie Porgie"; it should be, "When the boys came out to play."

T. NELSON & SONS.

- (1) *A Fighter in Green*. By HERBERT HAYENS. (2) *King Alfred's Viking*. By CHAS. W. WHISTLER. (3) *Chums at Last*. By A. FORSYTH GRANT.

(1) A spirited story of a French campaign in Algeria. The hero is an Englishman who has enlisted in the Foreign Legion, and shares in the fierce fighting for the possession of the mountain fastnesses of the Kabyles. The fact that he tells his own story assures us beforehand that he escaped safely from the many "tight corners" in which he finds himself, but many of the scenes are vividly described, and Harrington's special chums, Calmette and Cheverau, are well drawn. The discovery of the identity of the Fighter in Green does not, somehow, seem to suit the story, and a little spoils the end.

(2) We are glad to see this addition to a series of what we may call Viking stories, by Mr. Whistler. He succeeds, as usual, in placing before us with a certain wild picturesqueness the England of Saxon times. King Ranald is a striking figure throughout, and one of the best scenes is the winning of sword Helmbit from the dead hand that once owned it. King Alfred himself is shown as a man who has gained great mastery over a naturally hasty and imperious temper; he is not, however, so lifelike as some of the less important characters, such as Odda the Ealdorman.

(3) Boys will be interested in much of this story of school life—the chaff between Harvey and Cannon, the great cricket match, &c., but it errs a little on the sentimental side; we do not think that two school-boys would sit for some time clasping each other's hands across the bed where a schoolfellow lay dying. That is not a boy's way of showing that he is ready to let bygones be bygones and make friends. Vincent does a plucky thing in stopping the train when he finds the line is blocked, though we do not see the point of his going to meet it so very slowly, or remaining in the middle of the track quite so long. It is unlikely that when he faints on the embankment he would be carried up "with reverent care," or that the guard would address him "respectfully." People don't think of these little niceties on such occasions.

BLACKIE & SON.

- (1) *A Girl of To-day*. By ELLINOR DAVENPORT ADAMS. (2) *At Aboukir and Acre*. By G. A. HENTY. (3) *Her Friend and Mine*. By FLORENCE COOMBE. (4) *Courage, True Hearts*. By GORDON STABLES, M.D., C.M.

(1) We scarcely know which is the most improbable—the Society of Altruists and the way they take the whole neighbourhood in hand, or life in the blacksmith's cottage, when Mrs. Morland, when she has lost her money, insists on dining at half-past eight, even if "the various courses of the meal were perhaps only Scotch broth, boiled chicken, and rice pudding, and the dessert a dish of apples and another of nuts"; the glass, china, and silver must all be in first-rate order, and the food most daintily served, and her blacksmith step-son must have on his Sunday suit to dine with her—for further details we must refer our readers to the book itself.

(2) The hero, Edgar Blagrove, seems to owe his success mainly to his having learnt to box very scientifically, and being able to speak six languages with equal readiness—we do not quite know which stands him in the best stead. However, he distinguishes himself very early in life, and passes through a number of interesting experiences in connexion with Buonaparte's attempt to conquer Egypt. Edgar does not take part in the Battle of the Nile, of which we have a description as seen from the shore; but he afterwards serves on board Sir Sidney Smith's "Tigre," and aids him during the siege of Acre. Needless to say, he is always ready for any service, and full of suggestions and happy expedients. We cannot help thinking that he would have been just the person to settle the Fashoda difficulty; but in those days Nelson, Abercrombie, and others resorted to more violent and summary methods. This book adds one more to Mr. Henty's long list of popular stories.

(3) The two sisters, the younger of whom is writing the story, though still quite young, were realizing the fact that "it is a mere and miserable solitude to want true friends; without which the world is but a wilderness," when, by a chance meeting, they gain the desired object in a little girl friend of their own age, but rather a different rank in life. It is quite a simple child's story nicely told, and interesting without being very eventful. The weakest part of the book is the description of some of the children's games; and it seems hardly likely that their last escapade—which resulted in the serious illness of one of the party—would have been quite as easily passed over as it was. There are three full-page illustrations by W. Rainey, R.I.

(4) Dr. Stables starts his story, as he says, in Scottish wilds and London streets; but the three boys (and the dog) who are the central figures in *Courage, True Hearts*, are soon on their way to face the perils of the deep—two of them making a voyage to Australia, and meeting with terrible disasters on the way back, and then all three going to the Antarctic regions, where they climb a virgin peak and then, the ship being ice-bound, settle down to wile away the long winter. One source of amusement is a tame penguin, who appears to enjoy a

(Continued on page 718.)

Messrs. C. ARTHUR PEARSON'S PUBLICATIONS.

BOOKS SUITABLE FOR PRIZES.

MEN WHO HAVE MADE THE EMPIRE: From William, Duke of Normandy, to Cecil Rhodes, of Rhodesia. By GEORGE GRIFFITH. Second Edition. With 16 Full-page Illustrations by STANLEY L. WOOD. Demy 8vo, cloth gilt, gilt edges. Price 7s. 6d.

"It is impossible not to be thoroughly interested by his treatment of the Empire builders, and impressed with the lofty patriotic spirit which pervades the whole book. It is a volume for every one to read."—*Scotsman*.

THE PILGRIM'S PROGRESS. With many Full-page Illustrations, Borders, and Initials, by GEORGE WOOLLCROFT RHEAD, R.E., FREDERICK A. RHEAD, and LOUIS RHEAD. Special Preface by the Rev. H. R. HAWES, M.A. Demy 4to, cloth. Price 7s. 6d.

"These excellent examples of the right way of illustrating Bunyan possess these masculine qualities, that directness, and the robust energy that the themes demand. As to the higher elements we associate under the name of design, there is not the slightest doubt Bunyan, could he study the works of the Messrs. Rhead, would recognize in them a crowning mercy specially reserved till now for himself."—*Athenaeum*.

PIRATE GOLD. By J. R. HUTCHINSON, Author of "Romance of a Regiment," "Quest of the Golden Pearl," &c. Crown 8vo, cloth, with 8 Illustrations by ERNEST SMYTHE. Price 5s.

"A real good old tale of adventure; . . . there is plenty of incident and life in the book."—*Belfast Northern Whig*.

JOHN OF STRATHBOURNE: a Romance of the Days of Francis I. By R. D. CHETWODE, Author of "The Knight of the Golden Chain." Crown 8vo, cloth, with 8 Full-page Illustrations by ERNEST SMYTHE. Price 3s. 6d.

"We can only say that, had it appeared anonymously, it might have passed for the handiwork of Mr. Stanley Weyman, and it would be difficult to give higher praise."—*Times*.

Two Books for Girls.

THE GREAT HOUSE OF CASTLETON. By WINIFRED GRAHAM, Author of "When the Birds Begin to Sing," &c. Crown 8vo, cloth. Illustrated. Price 3s. 6d.

LITTLE MISS ROBINSON CRUSOE. By Mrs. GEORGE CORBETT, Author of "The Adventures of an Ugly Girl," "The Young Stow-away," &c. With Illustrations by A. KEMP TEBBY. Crown 8vo, cloth gilt. Price 3s. 6d.

PRINCE UNO: Uncle Frank's Visit to Fairyland. Illustrated by W. D. STEVENS. Crown 8vo, cloth gilt, gilt edges. Price 3s. 6d.

JUMBLES. By LEWIS BAUMER. With 48 pages Illustrated by the Author, printed in colours, and bound in paper boards with cloth back. Price 2s. 6d.

"Mr. Baumer is a clever and vigorous draughtsman, with a true gift of irresponsible fun—of nonsense, in fact—which he is able to express with pencil and with pen."—*Academy*.

IN A CHINESE GARDEN. By ANNIS LENNOYS. Illustrated by LAWSON WOOD. Fcap. 8vo. Price 1s. 6d.

A unique book of Chinese Stories taken down from the lips of the Chinese peasantry by the Author. Its quaint humours and old-world wisdom will commend it equally to young and old.

THE BOOK OF SURPRISES. In stiff wrapper tastefully printed in colours. Price 1s.

The "Book of Surprises" is something of rather a novel sort in children's books. The illustrations are beautifully printed in colours, and on the opposite page appears the story in rhyme in a bold and clear type.

LONDON: C. ARTHUR PEARSON, LIMITED, HENRIETTA STREET, W.C.

FREDERICK WARNE & CO.'S

NEW PRIZE BOOKS FOR SEASON 1898-99.

ADOPTED BY THE LONDON SCHOOL BOARD.

At all Prices. By Well-known Authors. Well Illustrated.

6/0 Famous British Battles: From Orecy to Assye.

Five Centuries of the Military History of England. By H. R. CLINTON. With Maps and Plans, and full-page Illustrations by R. CATON WOODVILLE. Large crown 8vo, cloth gilt.

"This handsome prize book is, without question, one of the best books of its class that could ever be put into the hands of British youth."

6/0 Stories from Shakespeare. By M. S. TOWNSEND.Over 100 Illustrations. Large crown 8vo, cloth gilt, gilt top.
"A real treat for those not yet old enough to enjoy Shakespeare at first hand."**5/0 Young Tom Bowling.** A Story of the Boys of the British Navy. By J. C. HUTCHESON. Fully Illustrated by J. B. GREENE.

Large crown 8vo, cloth gilt, bevelled boards.

"Mr. Hutcheson has skillfully contrived to give as a background to the story a very true and vivid and convincing description of the duties, occupations, and routine work of the boys of the British Navy, and it is this element in the book which gives it an importance beyond that of a mere story of adventure."—*Daily Mail*.**5/0 The Orchid Seekers.** A Story of Adventure in Borneo.

By ASHMORE RUSSAN and FREDERICK BOYLE. With 16 Original Illustrations by ALFRED PEARSE and M. F. HARTLEY. Large crown 8vo, cloth gilt, bevelled boards.

"Boys will be grateful to the joint authors. . . . No reader can complain of lack of interest or sensation in the narrative."—*Daily Telegraph*.**5/0 The Riders; or, Through Forest and Savannah with the "Red Cockades."** By ASHMORE RUSSAN and FREDERICK BOYLE. With 26 Original Illustrations by ALFRED PEARSE.

Large crown 8vo, cloth gilt, bevelled boards.

"The book is of higher literary class than many of its rivals, and as a present for a youth of mature age cannot well be beaten."—*Daily Telegraph*.**3/6 By Sea and Land.** A Story of the Blue and the Scarlet.

By DR. GORDON STABLES. With 8 Original Illustrations by W. S. STACEY. Large crown 8vo, cloth gilt.

"The adventures depicted in this volume are very exciting, and the incidents are related with the author's well-known vigour and interest."—*Daily Telegraph*.**3/6 Mona St. Claire.** By ANNIE E. ARMSTRONG. With

Original Illustrations by G. D. HAMMOND, R.I. Large crown 8vo, cloth gilt, bevelled boards.

"There is a fine breeziness and open-air feeling about this story that cannot fail to make the reader mightily refreshed."—*Glasgow Mail*.**3/6 My Ladies Three.** By ANNIE E. ARMSTRONG. With

6 Original Illustrations by G. D. HAMMOND, R.I. Large crown 8vo, cloth gilt, bevelled boards.

"A pretty and romantic story of the days of George I., in which, like the interest of the tale, the manner and style of language of the period is well kept up."

3/6 The Captain's Youngest; Piccino; and other Stories. By FRANCES HODGSON BURNETT. With 10 Original full-

page Illustrations by R. B. BIRCH. Small fcap. 4to, cloth gilt.

"Mrs. F. H. Burnett has rarely done anything finer, stronger, or more exquisitely tender, than her new story, which makes up one of the most delightful gift-books of the season."—*Court Journal*.**3/6 Icelandic Fairy Tales.** By Mrs. A. W. HALL. With

26 Original Illustrations from Drawings by E. A. MASON. Large crown 8vo, art linen, gilt top or cloth gilt, bevelled boards.

"A young reader could scarcely have a more promising introduction to the literature of the Sagas. Sigurd and Frithjof and Ingeborg are not indeed such imposing creatures as they are in the sterner tales; but they are always people whom every child ought to know, and the giants are giants of the proper sort."—*The Scotsman*.**3/6 The Owl King, and other Fairy Stories.** A

Series of Original Tales by HERBERT E. INMAN. With numerous Illustrations by E. A. MASON. Large crown 8vo, art linen, gilt top or cloth gilt, bevelled boards.

"Those little ones who delight in good old-fashioned tales about fairies and gnomes, Oberon and Queen Mab, and other classic denizens of the fairy world, will find in this volume just what they want."—*Daily News*.

Send for our Full Prize Catalogue of over 500 Titles, from 6d. to 7s. d.

LONDON: FREDERICK WARNE & CO, 15 BEDFORD STREET,
STRAND, W.C.

REVIEWS AND MINOR NOTICES.

A History of Spanish Literature. By J. FITZMAURICE-KELLY. (Heinemann.)

A history of Spanish literature, concise and popular, brought up to the most recent authorities, and written less from a national than abstract and universal point of view, is yet a *desideratum* in England. The great work of Ticknor, with all its merits, is scarcely equal, in its latest English edition, to the demands of modern scholarship. It is popular, but not concise. The converse is the characteristic of Mr. Butler Clarke's "Spanish Literature" (1893), which, though useful, is scanty and slender. To which of the two remaining categories Mr. Fitzmaurice-Kelly's "Short History" belongs will appear from the sequel. Though a short history, it is a full volume, and of high pretensions. Signing himself a member of the Royal Spanish Academy of Letters, Mr. Fitzmaurice-Kelly may be taken to be an authorized exponent of the native learning and opinion on Spanish literature. We are not sure that this is the best or an all-sufficient equipment for an English writer on Spanish literature, but there can be no doubt of Mr. Fitzmaurice-Kelly's acquired qualifications. He has industry, learning, and acuteness. He is profuse of his resources to the point of prodigality. For a "short history" there is too much opinion, and "view"—not to say prejudice and passion. The building is encumbered by over-much detail—obstructed by the scaffolding. The chips and remainder-tools are left about in a manner which is not a little distracting. The reader can hardly make his way through the forest of authorities. There is a lack of proportion in the work, which juts out here and there awkwardly from the want of any sense of perspective or economy in the use of the too exuberant material. Though endowed with an ample stock of self-confidence, Mr. Fitzmaurice-Kelly is too much given to parading his friends, the later Spanish critics, in support of his theories. These theories are, sometimes, curiously fantastic and capricious, giving out an amount of heat in the handling in an inverse ratio to their importance. The least of the qualities we should expect in an author of a literary handbook, such as this, we suppose, aspires to be, is impartiality; yet this virtue, which would seem to need so little effort in one who is writing of the past lives of foreign authors, is conspicuously wanting in Mr. Fitzmaurice-Kelly. He is a partisan where partisanship would appear to the English reader to be either impertinent or absurd. His judgment is less than his industry, and his taste scarcely equal to his judgment.

Restricting his view of Spanish literature to the Castilian, the most robust and fruitful of the three branches of the imported Roman plant, Mr. Fitzmaurice-Kelly wisely passes over the Valencian, or Provençal, and the Galician; each of which is worthy of separate treatment. To his account of the growth and early history of the Castilian, there is not much exception to take, except that he undervalues the debt which Spain owes to the Arabs—which is a failing in all patriotic Spanish writers—and overrates the influence of the French—which is also a modern, though scarcely a national, weakness in the so-called cultured Spaniard. Mr. Fitzmaurice-Kelly often confuses French with Provençal in a manner which is misleading. That Spain was greatly indebted to the Greco-Roman colony of Provence for her literary development is undeniable, but Provence was not France. Provence in the twelfth century was more Spanish than French, seeing that it included in its language, its character, its political institutions, Cataluña, Valencia, and all Eastern Spain. The Provençal of the twelfth century was at least as strange to Northern France as he was to Castile or Leon. Mr. Fitzmaurice-Kelly is much inclined to exaggerate the extent and the worth of the French influence on Spain. In the spring-time of Spanish literature it is scarcely to be detected. In the autumn and decay of the national genius it played a large, but a wholly pernicious, part. What Spain gave to France was always better than what France lent to Spain.

While able to distinguish between the *chanson de geste* and the *cantar de gesta*—of common name, but alike in nothing else—Mr. Fitzmaurice-Kelly commits himself to the intrepid statement, certainly not sustained by any evidence he offers, that "the root of the 'Cid' epic lies in 'Roland.'" There is no proof worthy of belief that the "Chanson de Roland" dates from a period anterior to the "Poema del Cid,"

although it is probable that there were songs about Roland earlier than the date assigned to the Spanish epic. There is a fighting bishop in the "Cid" poem, and there is a fighting archbishop in the "Chanson," but there the parallel ends. The tone and the spirit of the two epics, as well as the structure, are wholly unlike, the former of a more antique cast than the latter; nor was it in the least probable that in the twelfth century a Castilian poet would go to Northern France for a model and inspiration. The old fable of Taillefer, and his vocal and saltatory prelude to the Battle of Hastings, may be dismissed as not belonging to serious history. Even if a Norman minstrel was likely to sing the praises of a hero whose chief historical achievement (if there is anything historical about him) was his defence of Brittany against the Norman invaders, he would hardly have chosen the stately stanzas of an epic for his song of battle. The Spanish ballads Mr. Fitzmaurice-Kelly, with greater judgment, denies to be old; but it is too much to say that the *romances* contain very few examples of anything that can be justly called old popular songs. It is difficult to say, at this day, how many of the two thousand Spanish ballads—in the mass a body of popular songs vastly better and more important than exists in any other language—are old. The majority of them are of that period so prolific in every kind of literary produce—the sixteenth century. But some of them undoubtedly do retain marks of a much older birth, though the language has been altered and the sentiments refined, and, perhaps, the spirit transformed, in the process of oral transmission. The original and early Cid, for instance, the true Cid, who is independent of kings and popes, and is less a patriot than a simple free lance, fighting that "he might have something to eat," and keep himself, his wife and children, may be detected out of the mass of the popular ballads—the later innovations, which make him a polished cavalier, loyal to the Church and his sovereign.

On the whole, in this early part of his subject, Mr. Fitzmaurice-Kelly has done well. He has obviously devoted great labour in the quest of the origins of Spanish literature, and, if we are not disposed to agree with him in all his conclusions, which are sometimes stronger than the evidence warrants, and sometimes swayed by odd fancies and predilections, we must allow him the credit which is due to an independent worker in a field never yet properly explored. Our chief difference with Mr. Fitzmaurice-Kelly is in regard to his treatment of the classic period of Spanish literature, when the national genius was in its golden prime. Cervantes, Lope de Vega, Calderon—these three, the bright particular stars of the Spanish heaven—make up, so far as the outside world is concerned, all Spanish literature. Of these, it is Calderon who fares best, full justice being here done to the greatest of Castilian poets, in whose verse the genius of the noble language more brightly appears than in any of that numerous crew who rimed with such extraordinary ease and freedom in the last half of the fifteenth and the first half of the sixteenth century. Of the other two, Lope is absurdly compared with Shakespeare as "the interpreter of the genius of his people with unmatched supremacy." He is "a typical representative of his race," whose "fame grows from day to day"—whether in Spain or out of Spain we are not told. Yet of the fifteen hundred plays, tragedy, comedy, history, pastoral, pastoral-comical, &c., with which Lope entertained his generation, there are scarcely half a dozen whose names can be told off by any educated man out of Spain not a specialist in Spanish drama. Nor is ignorance on this score held to be any reproach to the literary critic. The praise of Lope de Vega, poet, priest, and man, is as much overdone by Mr. Fitzmaurice-Kelly as the genius and character of Cervantes are depreciated. For some reason, not sufficiently accounted for by the favours he acknowledges to have received from Señores Menendez y Pelayo, the foremost modern champion of Lope de Vega, and the editor of that monumental edition of his works—which is creeping to completion at the rate of a large quarto a year, and so may be looked for confidently about the middle of the twentieth century—out of a feeling, which can hardly be personal, and yet is tinged with a curious animus, most unusual in the literary critic, and singularly out of place in a history of literature, Mr. Fitzmaurice-Kelly scarcely ever refers to Cervantes, except to belittle him in comparison with his great and fortunate rival. Save only "Don Quixote"—which is beyond the critic's reach, the world possession which Spain still retains—there is no work of Cervantes which meets with Mr. Fitzmaurice-Kelly's approval, and scarcely any act of his unhappy

life which is not misrepresented or tortured to his discredit. He is ready to believe any idle story to his discredit. On the faith of a dubious passage in the manuscript diary of a Portuguese in Valladolid, where the keeper of a gambling-house calls out for "Cervantes," the "legend" is said to be "confirmed" that our Cervantes was a loose liver. Is it necessary to say that this idle tale—known only to us in this generation—confirms nothing? The name "Cervantes" was not uncommon in Spain. There was even another Miguel de Cervantes, a cousin and contemporary, a noted scapegrace, whose life was more than once mixed up with that of the author of "Don Quixote." The delight and comfort which the English critic takes over this and every other scandal supposed to reflect on our Cervantes are as unseemly as they are unhappy in a defender of Lope, who certainly was no saint, though priest and a familiar of the Inquisition. The "idolaters" and "Cervantophiles" are charged with having invented the legend that Cervantes was driven from the stage by the appearance of that "prodigy of nature" Lope de Vega. But this is Cervantes' own account of the matter, in his own words, which no critic has a right to dispute. Every reference Cervantes himself makes to his own works is sneered at and ridiculed, though in nothing does his character appear so delightfully, for its mingled sweetness, simplicity, and magnanimity, as in these personal references. When he speaks of one of his comedies (now lost) "La Confusa" as "good among the best," Mr. Fitzmaurice-Kelly observes: "The touch of self-complacency is amusing, though we might desire a better security than Bardolph's." The sneer is as pointless as it is unmannerly, and curiously out of place in a sober history. What has Cervantes done to excite this rancour against him? On the strength of a sentence on the pastoral poet Montemayor, Cervantes is declared to be a "poor critic." But in that day the pastoral was the fashion, nor in Spain only; and why should Cervantes' taste be condemned because it was not of the nineteenth century? For the rest, he is a bold man who ventures to tell us that the author of the "Escrutinio" is no critic. There is clearly some bad criticism here—perhaps it is not Cervantes'—who, moreover, as Mr. Fitzmaurice-Kelly may know, was given to irony and to double meaning. To deface poor Cervantes' image, to say no "plaster saint"—who said he was?—to make him out a liar, a boaster, a loose liver, a gambling-house drudge—it is but poor sport for an English critic.

But the greatest outrage of all which Mr. Fitzmaurice-Kelly commits, out of his wild, perverse humour of Lope worship, is to praise and excuse the secret enemy of Cervantes—the man who called himself Avellaneda—who did him so foul a wrong out of deliberate malice by writing a false second part of "Don Quixote," in order, as he himself acknowledged, to deprive the true book of all credit, and its author of the honour and profit he expected from it. Avellaneda's parody—as course and dull in execution as it was malignant of motive—is described as, though brutal and cynical, a "clever and amusing book." To so extraordinary a pitch does Mr. Fitzmaurice-Kelly carry his tone of hostility to Cervantes, as even to defend Avellaneda on the plea that "he put an end to Cervantes' dawdling and procured the publication of the second part of 'Don Quixote.'" In refutation of this absurd theory it is only necessary to say that fifty-eight chapters of the true second part had been written before Cervantes heard of the false impostor, who, if he was of Lope's clique and *valetaille*—as he clearly in his preface proclaims himself to be—must have known that Cervantes was engaged in finishing his "Don Quixote." It was because he knew it—not because he did not know it—that Avellaneda, whoever he was, played the base trick of which Mr. Fitzmaurice-Kelly speaks so indulgently.

In all this part of his book the author falls below the dignity of his subject and of literary history, showing a strange perverse spirit of partizanship which contributes not a little to disfigure and spoil what might have been, for the labour and learning bestowed upon it, a useful guide to that noble literature which promises to outlive all the other glories of Spain.

The Development of the Child. By NATHAN OPPENHEIM. (7½ × 5¼ in., pp. viii., 296; price 5s., net. Macmillan.)

Dr. Oppenheim is attending physician to the children's department of Mount Sinai Hospital Dispensary; and there can be no doubt that both there and elsewhere he has had considerable experience of little people. But somehow one always comes to a book on education written by a doctor with

a certain uneasiness. Mainly, if not entirely, his knowledge is concerned with the physiology and pathology of childhood, and this is liable to colour unduly or to distort his views on education; so that after reading him one sometimes wonders how a child ever manages to grow up at all, and why children do not perish by thousands in our schools. • We had not, however, read very far into Dr. Oppenheim's book before we found that he had much to tell us which it is very important to know and consider, and that much the greater part of his advice concerning the education of the very young was sound and helpful from a pedagogic point of view. The book is certainly one for teachers to study.

The first topic is the difference between the developing ever-changing child and the mature and more or less fixed adult; and very convincingly is the popular idea refuted which "looks upon children as adults, but slightly different in the details of small size, deficient strength, little experience, from grown men and women, . . . which believes that, were these details filled out and completed, the child would be the same as after the lapse of years he comes to be"; while, as a matter of fact, "the child is absolutely different from the adult, not only in size, but also in every element which goes to make up the final state of maturity." Naturally we pass from this to the consideration of "facts in the comparative development of the child," and "the comparative importance of heredity and environment," both of which are very ably and interestingly treated, and will be found helpful and suggestive by teachers. They form, indeed, the basis of the whole plea of the book. Particularly well are we shown the confusion and exaggeration of the popular idea of heredity, and how what is inherited is in the main an extra sensitiveness to certain impressions, a tendency in certain directions, the result of which, when the same environment is continued, is often too hastily set down as due to parentage, as if the result itself had been transmitted. To some this may seem a mere matter of words, but it really is not; and a man of science will readily appreciate the difference between a question of predisposition and one of strict heredity. We have no space here to give Dr. Oppenheim's exposition of the view and its consequences; but it is plain that we must attribute far greater importance to the nutrition, physical and mental, derived from the environment than we have been accustomed to do.

Under the heading of "the place of the primary school in the development of the child," we are, amongst other things, given some excellent remarks on kindergartens. On the whole they are praised; but some of their faults—sentimentality, lack of sound scientific knowledge, mysticism, &c.—meet with severe treatment, not wholly undeserved even by those in England. We are quite at one with Dr. Oppenheim when he laughs at what has been said (by Froebel as well as his disciples) about the true inwardness of some of the gifts, when he condemns the premature and clumsy teaching of number, and so on; but sometimes he seems to us to go too far, and to condemn an exercise mainly because he has seen it badly used. It is quite true that the songs in the kindergarten are not infrequently doggerel or the merest drivel, and that verse is not a fit medium for conveying information, especially in the case of little children; but that is no reason why simple good verse should not be used for purposes of song solely; and, while allowing that there is nothing to be said in defence of the ignorance of physiology too often shown in the games, we may remark that the games are not chiefly intended to be physical exercises. Had we space, we would gladly discuss the strange misconception as to the educational value of childish drawing, and the peculiar notion that we should abandon sand-trays in the kindergarten because a sand heap in a garden is better. Still more gladly would we quote the good advice given. But we must refrain.

"The Value of the Child as a Witness" is very interesting, and incidentally discusses the nature and causes of children's lies. But there is one statement which strikes us as an extraordinary one to be made by a man of science: "A person looking at a chair really sees it upside-down." He does nothing of the sort. The image on the retina is inverted, but the brain does not see the image. The effect produced on the retina by the image is transmitted by a nerve to the brain, and results in a state of consciousness called vision. There is a marked falling off in "The Development of the Child-Criminal," and more than once a confusion between instruction and education. But in "The Child's Development as a Factor in producing the Genius

or the Defective" Dr. Oppenheim is again at his best. Next follows a chapter on the bearing of "Institutional Life" on the development of children—consisting of a strong but not intemperate condemnation of the herding of children in orphanages, with a description of the consequences and of some better modes of dealing with the problem, such as the boarding-out plan of Massachusetts. The excellence of the schools of Pestalozzi and Froebel is also referred to. It would be well if our School Boards with large infant schools were to study this chapter. The last chapter deals with "The Profession of Maternity." The plea is strongly put—very much after the manner of Herbert Spencer. We are all agreed that mothers ought to know more about the nature of children, both physical and mental, and also about their own bodies. But there is no need for them to be experts, and the list of necessary knowledge is rather appalling. There would be great risk if mothers came to think they could do without doctors. They should know when to call one in, and be able to follow his directions intelligently, and not be led into making experiments on their own account. Dr. Oppenheim would have a great clearing out of the subjects taught in girls' schools to make room for his physiology, biology, &c.; but we would remark that knowledge wanted by an adult in after-life need not necessarily be given to a child at school; moreover, it is not well to make growing girls too physically self-conscious. Society does that sufficiently already. Still, there is much that is sound and valuable in what this chapter tells us.

To sum up—this book is much superior to the average book of its kind. It is well informed, thoughtful, and stimulating; and we heartily recommend it to the attention of teachers, and of all who have to do with children.

A PHILOSOPHICAL QUARTET.

- (1) *Les Classiques et la Démocratie*. Par A. FOUILLÉE, de l'Institut. (A. Colin.) (2) *Doctrine and Development*. By HASTINGS RASHDALL, D.C.L. (Pp. 228. Methuen.) (3) *Principles of Local Government*. By LAURENCE GOMME, F.S.A. (Pp. 264; price 12s. Constable.) (4) *The Standard of Life*. By Mrs. BOSANQUET. (Pp. 219; price 3s. 6d. net. Macmillan.)

(1) In France, as in England, a great struggle is going on in secondary education between the partisans of an education of immediate utility and those who plead for one of intellectual development. The former regard the question from the individualistic standpoint; the latter from the national. "The Classics and Democracy," which is the title of Monsieur Fouillée's latest book, is entirely taken up with this question. But the English reader must beware of names. Classics in French have a far different meaning from classics in English. What would an English admirer of the dead languages think of an advocate of classical education who proposes to save the situation by practically making jettison of Greek, and who again attacks in no unmeasured terms classical grammar and philology? Surely Messrs. Cartault and Havet, of the Sorbonne, must cry out: "Save us from our friend." Nor does Monsieur Fouillée's reforming zeal end here. Rightly, as we think, he proposes to give a very wide extension to scientific and philosophic teaching in schools, by handing over to these studies the hours saved from "root-grubbing" and "gerund-grinding." In fact, without conceding indeed the name, he makes his scheme of education not only classical, but scientific in the true sense of intellect-forming, in contradistinction to fact-cramming, for which he has little admiration. As for the so-called French modern education (here again the English reader must beware), he would reduce it to a sort of higher secondary, leading direct to trade and industry. Such an idea is excellent, if, indeed, it is practical; if not, Monsieur Fouillée has only added one more to the innumerable "programmes" of reform that lie rotting in the pigeon-holes of Utopia. But his zeal sometimes carries him away: "Réagissons partout contre . . . histoire, géographie, philologie, sciences spéciales." These subjects are not, as he asserts, more especially mnemonic. It is the fault of the teacher, and his methods, if they are so. But the book, on the whole, is an excellent one; it puts the national point of view strongly and clearly; it sets forth plainly the perils of false democracy. From our personal point of view his standpoint is true. The purely literary education without philosophic grounding is a failure; the French "modern" substitute for it is worse than useless; what is wanted is not an abolition, but a reforma-

tion of the humanities; and, though the writer does not see all the advantage to be drawn from the study of modern languages, his view is just, if not sufficiently extensive, and as such is an effective counterblast to the attacks of Monsieur Jules Lemaitre. The style is, as usual, charming. We cite a few felicitous phrases out of many. The masses in France are either "une force d'inertie ou," in critical times, "une force de perturbation; . . . l'esprit souffle où il veut, et aussi le contraire de l'esprit." The tendency of studies of to-day is "un peu de tout pour tous." Jules Lemaitre proposes that classics should come at the end of the school career; but that would be "recevoir *in extremis* l'éducation classique!" Throughout the book, in the course of which the author breaks many a lance, one feels there is one body of adversaries off whom he never takes his eye—the Roman Catholic Congregationalists and their schools; and he is not wrong. Whatever one's beliefs are, one must see that the religious question is at the bottom of every difficulty and deadlock in France. Is this due to an inherent want of progress in the Catholic Church? Opinions here again differ, but of progress in the English Church there is little doubt.

(2) In his book on "Doctrine and Development," the Rev. Hastings Rashdall boldly proclaims the evolution of theology, and shows the necessity in some cases of restatement and reconstruction of dogma. The modern Christian, to his mind, is a faithful disciple of Christ, as the modern Platonist of Plato. Certain theories have to be abandoned, but fuller knowledge only deepens our belief in the great cardinal truths and doctrines whether of Christ or of Plato. The book recalls in many ways Robertson's sermons. There are the same clearness, sincerity, and conscientiousness; and, if there is not the same poetic feeling, there is greater literary finish. Too often the theologian is but a thinker in blinkers; he gives one the idea of being afraid to lift his eyes from the beaten track and take a comprehensive survey. Too often he is merely content to deal with authorities, and crush the rising protest with the tyranny of a great name. Mr. Rashdall is of a different school: believing himself, he would fain have others believe, and, what is more, he relies more on reason than authority. He is, in fact, a pupil of the school of Anselm, and might well take for his motto the latter's *fides querens intellectum*. Of many thoughtful sermons, that on Property is perhaps the best, and that on Immortality the least satisfactory. But, even when we differ *toto caelo* from the theologian, we admire the man for his sincerity and love of truth. The inherent weakness of Mr. Rashdall's position is that of every innovator in theology. Once you admit the spirit of free inquiry, every religious thinker becomes a law unto himself as to what degree and extent he admits it. We are not blaming Mr. Rashdall in any way, but we are only pointing out to what sort of criticism he is likely to be exposed.

(3) Theology deals with the first principles of religion; Mr. Laurence Gomme's book professes to deal with the principles of local government. A book that bears the *imprimatur* of our excellent School of Economics is bound to attract attention; all the more, therefore, are our expectations disappointed when we find, instead of a philosophical treatise, an historical survey of the question. Mr. Gomme may be a great economist, he certainly is no mean antiquary and archaeologist; but political science, *teste* the "Politics" of Aristotle, demands philosophic treatment, and the book of Mr. Gomme, interesting as it often is, is as far removed from the philosophic standard as Alexander the coppersmith from Alexander the Great.

(4) "The Standard of Life" is a very misleading title of a book of social studies by Mrs. Bosanquet: it might well figure as that of a moral tract among the publications of the Religious Tract Society. The essays in the volume are very unequal: the first is the longest and the worst. The whole gist of the "Standard of Life" is that the standard aimed at by any class determines the wages of the individual of that class—an interesting conclusion, but not worthy of such an ambitious and (to the reader) exhaustive treatment. The "Burden of Small Debts" is excellent, concise, *bien nourri de faits*, and admirably written. "Klassenkampf," again, is interesting, and filled with a humour that agreeably relieves an otherwise dry subject. But why keep the good wine till so late? "Lines of Industrial Conflict" point to a new rearrangement of the battle of trade between organized capital and labour on the one hand and unorganized capital and labour on the other. "The Psychology of Social Progress" is deplorably thin: the bated breath with which some people talk about psychology would

make one think sometimes they were discussing the holy mysteries, instead of some very familiar mental process in terms of high-sounding and empty jargon. But one sentence at the end is worthy of notice (good wine late again!): "What is needed in social life is the introduction of organizing, and not of disintegrating ideas." Mrs. Bosanquet is exasperating; she seems to like to "draw our fire" of criticism, only to make us praise her the next minute. "The Education of Women" is eminently sensible. The gist of it is that what knowledge women do have should be true knowledge, and that all should learn a trade or profession "against a rainy day." "An Apology for False Statement" is again woefully thin. Surely a little clear thinking on the difference between truth and sincerity would have rendered this essay unnecessary. It seems to us Mrs. Bosanquet's *forte* lies rather in the practical questions of life than in the more abstract fields of higher speculation.

An Illustrated School Geography. With sixteen pages of Coloured Maps. By ANDREW J. HERBERTSON. (12 × 9¼ in., pp. vii., 263, illustrated; price 5s. Edward Arnold.)

Some of our readers may remember a notice in these columns a short while ago of Frye's "Primary Geography" (Ginn & Co.). The book before us is partly based on Frye's "Complete Geography"—a larger work on the same lines as the "Primary." To a great extent, Mr. Herbertson's book marks a new departure amongst English school books on geography; though, of course, it is a long time since pictures were first used in Germany and elsewhere for the teaching of this subject, and atlases of pictures of places, and of types of men, plants, and animals, are not uncommon. Some of us may know F. Hirt's "Bildertafeln" and Schneider's "Typen-Atlas" (see, for these and others, the Geographical Section of the Teachers' Guild Museum). Mr. Chisholm, too, has made good use of pictures in his excellent school geographies. Indeed, if the information which Mr. Herbertson gives were nearly doubled, and three-quarters of his pictures removed, the result would be something extremely like the school geographies mentioned. We are not suggesting plagiarism, but merely endeavouring to give a clear idea of the new book.

The great value, for descriptive purposes, of pictures, instead of, or in addition to, words, is now generally recognized; and, when rightly chosen and used at the right time, in no subject are they so effective as in geography. What we want, of course, are *true* pictures—photographs, not an artist's fancies. Too many of these pictures should not be shown at the same time, for that would dissipate attention and lead to confusion; and the contents of the pictures should be such as are readily intelligible to the learner—that is, the learner's own personal experience of somewhat similar things, aided by a little imagination, should enable him to catch the idea required—which idea, by the way, should be the most prominent one, or a very prominent one, in the picture. On the whole, Mr. Herbertson keeps these points steadily and clearly in view. With but few exceptions, his pictures are good and suitable to their purpose; and though, here and there, the scenes might have been more familiar to English children, they are all, as far as we have noticed, reproductions from photographs. He speaks, also, of the need for personal observation; but, alas! he gives little or no help or direction in the matter. From our point of view he is too much given to assume the observation, and to take for granted—as a rule, quite justifiably, however—that the pictures are completely intelligible to the pupils. Children do not always understand the true meaning of a picture at sight, any more than they always understand at sight the true meaning of a piece of poetry or prose. But the plan of the book introduces another drawback. Often we have as many as a dozen pictures on one page, with about as many on the opposite page. It is true that pictures so grouped are generally closely related in purpose; but, even so, far too many are presented at once, and, what is worse, remain in view after they are done with. Our advice would be to have far fewer pictures printed in the text, and the rest given on sheets at the end of the book, just as the coloured maps are. These maps, by the way, are excellent—clear, well coloured, not over-crowded with names, and just the kind of maps wanted.

So far, then, we can speak with qualified, but still hearty, approval of Mr. Herbertson's work. Teachers and pupils will find it interesting, helpful, and suggestive. It remains for us to consider the *order* in which the subject is treated. And

here, we regret to say, we find ourselves sometimes differing very markedly from the author. The book is arranged as follows: first comes a brief introduction of ten pages; then Part I., General Geography, in three sections—physical geography, plants and animals, and mankind. The remaining three-quarters of the book deals with Special Geography—the British Isles and the various continents, with the countries they include. As we shall not return to Part II., we will say here at once that it is a very creditable performance. There is very little to find fault with and much to praise.

In the introduction we should expect to find help and guidance as to the methods by which the facts of the pupil's environment may be utilized. We, however, get little or nothing of this, but are hurried off at once to phenomena which the pupil has to take on trust and to conceptions far beyond a beginner; while, through the effort to treat these in a very simple way, we are led to explanations which are extremely incomplete and very liable to produce misconceptions. We should begin with that which is obvious and level to the pupil's understanding, and which he can observe and investigate for himself. The author is in such a hurry to get to the phenomena of the Seasons and Day and Night that he begins with the earth as a sphere floating in space—an idea quite beyond a child. Moreover, the explanations connected with this fact are not satisfactory; they could not be so under the circumstances. Even when an explanation might be simple and clear, confusion is allowed to creep in sometimes. For instance: "If we look at the *pole star*, we are looking due North." Are we? That accounts for a common experience in oral examinations—the children, when asked to point to the North, point to the ceiling; and sometimes add, in their happy genial way, that the top of the wall-map is North because it is nearest the ceiling. We think also that it might have been brought out more forcibly that North and South directions are towards fixed points on the earth's surface, while East and West directions are not. Confusion about this leads sometimes to comic results. So, too, latitude and longitude might have been made more incisively memorable by reference to the drawing of a surface with a mark on it, and how the position of the mark is to be fixed in the drawing. Mr. Herbertson has also, to our mind, too great a fondness for technical terms, and would sometimes lead us to think that he believes he is imparting knowledge when he is giving a technical term and its definition. For instance, it is the process "erosion" we want to know about; and we do not need its high-sounding name at first. Nor are we wiser after we are told that, when water lets fall the solid matter it is carrying, this is called "deposition." Indeed the book throughout aims far too much at conveying information, and far too little at teaching. Of course, the wise teacher when using it will endeavour to remedy this.

There are now and then little slips or obscurities which might be pointed out: e.g., a "sound" is not necessarily a strait (cf. Plymouth Sound); on page 12, maps of the *Atlantic* are given, when it would seem the *Pacific* is intended; "five thousand times loftier than" is not good English; there may be an upheaval of the coast due to other causes than river or sea, and these should be more clearly referred to; the distinction between "young" land and "old" might have been marked more definitely; and so on. But we prefer not to set forth such minor matters. The book, as a whole, is well worth the careful attention of all teachers of geography, who, we are sure, will be grateful to Mr. Herbertson (and to Mr. Frye) for the trouble taken in collecting so much good material, and for the skill with which it is used.

Studies in American Literature: a Text-Book for Academies and High Schools. By CHARLES NOBLE. (7 $\frac{3}{4}$ × 5 in., pp. xviii., 386, illustrated; price 5s. net. Macmillan.)

Books by Americans on American literature are so frequently neither very helpful nor very edifying that we take up a new one with very little expectation of intellectual gain. There is wont to be so much exaggeration, so much mistaking of very minor writers for great writers, such an effort to hurry up the centuries and claim ripeness where there is little or no ripeness; and, from the desire to swell the lists as much as possible, many writers are commonly included as American who are not, in any true sense, American writers at all—the famous Captain John Smith, for instance, and Mrs. Bradstreet, and Lindley Murray. The last is a particularly odd example, as Murray,

though born in the States, had been settled in England eleven years before his Grammar appeared in 1795; all his literary work was done in England, and the language he dealt with was not the characteristic language of America. We do not, by any means, wish to imply that it is an easy matter to differentiate American literature from English literature, nor do we see what is to be gained by the attempt. But, if the attempt is to be made, we think that a better criterion should be found than any, as far as we know, already adopted. This said, we hasten to add that, in Mr. Noble's "Studies," the faults referred to are, for the most part, conspicuous by their absence, though the three examples just given do occur therein. Mr. Noble is Professor of the English Language and Rhetoric in Iowa College, and is evidently far too keenly interested in his subject to use any very lax standard of excellence in formulating his judgments. There is no exaggeration in the book; minor writers, though often warmly appreciated, are seldom spoken of as if they were something more; and ripeness is not claimed for what is unripe.

Of course, in a book of this kind and of this size, it is quite impossible to include every one. The most important writers, and those who tread closely on the heels of these, offer practically no difficulty. But from the host of minor writers—many of them notable for only one book or one poem or essay—it is not always easy to make a wise choice, and, when one has chosen, to decide on the amount of space each should be given. Prof. Noble has shown excellent judgment both as to what he includes and what he omits; but his allotment of space strikes us here and there as somewhat disproportionate. Sidney Lainer, for instance, seems to us to be given a greater number of pages than he deserves as compared with some others; and, personally, we do not completely share the Professor's admiration for his verse, though we infinitely prefer it to Poe's better known artificialities.

With regard to the minor folk mentioned, we have a suggestion to make. When they must be included, but can be given only a date and a few adjectives, would it not be better to put this mention in a footnote or in an appendix at the end of the chapter? It would frequently save the chapters from reading a little like catalogues. Prof. Noble would find space for this by omitting the "questions" given at the end of each chapter. These "questions" are absolutely valueless; they merely demand a reproduction of the text of the chapter, and are in no way suggestive or stimulative of further study. They should not have been put in. Living writers, moreover, might, we think, more often have been relegated to the end of the book; though we are quite aware that, in accordance with the scheme of the book, this would not always be possible.

We have spoken of the book rather too much, perhaps, as a history of literature. The aim which the "Studies" sets before itself, however, is to assist in meeting the difficulty which "the average freshman" feels (or should feel) of appreciating form in its relation to literary expression, by providing a manual for use in preparatory schools which shall combine the study of form with the interpretation of literature. Hence we are given many selections from the best writers, together with an analysis of the form and an interpretation of the contents in each case. We cannot say that these analyses and interpretations are always quite as helpful as they might have been; they do not often display any acute critical insight. And the introductory chapter, which deals with the various forms and kinds of verse and prose, somehow lacks something which is needed for it to be very good, though it is certainly helpful both in its own way and as a guide to the plan of the book.

Here and there we have noticed uses of words which are at least unusual: for instance, *extended* in "extended poems," meaning "poems of some length," and the frequent use of the epithet *strong*, even when strength is not a very characteristic feature. But, rather than trouble our readers with such unimportant details, we will quote a passage to show Prof. Noble's style and moderation in judgment:—

In general, it may be said of the present period of our literature that it shows a remarkable average of excellence, but no examples of great power. It is a high prairie with no mountain peaks. Perhaps "mountain peaks" is a figure of too high-sounding a character to be justly applied to any of the American authors. But the fact seems to be that, while there are a great many writers of correct and musical verse, of bright entertaining stories, and of charming essays, there is no one for whose productions men wait as they used to for a new

poem from Longfellow or Whittier, or a new story from Hawthorne. Contemporary fame is proverbially untrustworthy, and it may be that posterity will rate some of our present writers far more highly than do their contemporaries. Contemporary writers should be judged fairly by the standards set by the best work of the past. An intelligent appreciation and enjoyment of what is best in literary art is the only worthy outcome of criticism.

The book is well printed, neatly bound, and provided with a good index; but the illustrative portraits are too poorly executed to add to the attractiveness of the volume.

Dante's Ten Heavens: a Study of the Paradiso. By EDMUND G. GARDNER. (Constable.)

Mr. Gardner has taken for his subject the least known, and, to the general reader at any rate, the least attractive, of the three divisions of Dante's great poem. But, as he justly claims, notwithstanding its essentially medieval character, the closest students of Dante are usually agreed in ranking the "Paradiso" highest of the three parts of the "Divine Comedy." It is the supreme effort of Dante's genius, and, as such, is deserving of more attention than is usually accorded to it by writers upon Dante. We have here certainly the most daring flight of human imagination ever attempted—the reader is conducted step by step upward through the circles of heaven until at length he is brought into the actual presence-chamber of the Deity, and stands dazed and confounded, while to the poet is vouchsafed the ineffable manifestation of the Trinity, wherewith the vision ends.

Those, however, who are not well versed in scholastic theology will necessarily find much in the "Paradiso" which, at first sight, appears repellent—such, for instance, as the disquisitions upon free will, predestination, and the like. It is to readers of this class that Mr. Gardner's book especially appeals, and he will be found to be an excellent guide upon all the mystical matters with which Dante deals. He has evidently made himself thoroughly acquainted with the whole range of Dante's writings, and he is well read in the schoolmen and theologians with whom Dante himself was most familiar. With admirable skill he follows in the poet's footsteps, analyzing, expounding, and illustrating as he proceeds. Mr. Gardner is, of course, largely indebted to his predecessors—an indebtedness which is amply acknowledged—especially to Benvenuto among the medieval commentators, and to Dr. Scartazzini and Dr. Lubin among those of the present day. But it would be a mistake to suppose that the book is merely a recapitulation of what has already been said by others. Mr. Gardner has many original suggestions to make, and these add a special value to his work. We may give an instance. In the heaven of the Sun, after Dante has been introduced by St. Thomas Aquinas and St. Bonaventura to two circles of blessed spirits (those of great doctors), whose names are revealed to him by the Dominican and Franciscan champions, he sees a third circle of spirits, whose brightness completely dazzles him, and whose names are withheld from him. It is usually supposed that Dante here meant to indicate authors whose writings he had personally been unable to study or comprehend. Mr. Gardner, however, has a highly attractive interpretation to offer:—

It is perfectly justifiable to see in this episode a mystically expressed prophecy of future discoveries and of scientists to come; an acknowledgment that there were truths which the medieval schoolmen had not dreamed of, that a day would come when the world would no longer say with Dante himself in the "Convito": "It is quite enough for people on the great authority of Aristotle to know that this earth is fixed, and does not revolve, and that it, with the sea, is the centre of the heavens"; and that evolution would yet have its word to say upon creation and the origin of man. Nor is it necessary to suppose this to be an entirely unconscious prophecy on Dante's part; he may possibly have come to see that the teaching of the age was completely inadequate on many points. It is a merely momentary glimpse of these new spirits that he catches. It is not, perhaps, altogether fanciful to notice that Beatrice does not offer any explanation, but rather hurries him upward; and we may remember how the ecclesiastical authority was not exactly going to show itself favourable to the discoveries of Galileo, and that theology has not always been prepared to accept the results of even more recent scientific investigations.

We should hesitate to follow Mr. Gardner in his attribution to Dante of a prophetic intuition of any precise scientific discovery, such as that of evolution; but that Dante here foreshadows the revelation of truths hidden from his own generation seems to us a suggestion which is well worth considering.

Another interesting characteristic of Mr. Gardner's commentary is the stress he lays upon the parallelism, presumably intentional on the poet's part, between certain of the personages introduced into the action of the poem and Dante himself at various periods of his career. Especially striking are the comparisons instituted between Dante and Romieu of Villeneuve, on the one hand, and St. Benedict of Nursia, on the other.

Mr. Gardner, as a rule, is scrupulously accurate. We have only noted one or two trifling errors, to which we may as well draw attention here. On page 16 it is stated that the ladder, which Dante sees in the heaven of Saturn, "rests upon the shore of the mountain island of Purgatory." We are not aware that the statement can be justified by any expression of Dante's. It is, however, perhaps the author's way of emphasizing his opinion that "the terraces of Purgatory are the lowest rungs of the ladder." But, in any case, it is somewhat misleading to refer so pointedly to a detail which is not expressly implied by Dante, who is always minutely accurate in such matters. There is another slip on page 125, where the date of Can Grande's election to the captaincy of the Ghibelline League is given as 1308; it should be 1318. We are at a loss, by the way, to account for Mr. Gardner's rejection of the Authorized Version in his quotations from Scripture; in the version from which he quotes, familiar texts are sometimes strangely disguised. Surely this is a mistake in a book intended for a general reader. Why, too, should he think it necessary to adopt throughout, even in the index, the Vulgate form Josue, instead of the accepted English form Joshua? However, these are but insignificant blemishes upon a thoroughly able and conscientious piece of work, a piece of work which may be accepted as one of the most notable contributions to Dante literature which has appeared of recent years.

Radiation. By H. H. FRANCIS HYNDMAN. (Sonnenschein.)

Within recent years the subject of radiation has been increasing in importance, and, perhaps, there is no branch of physics which, from both the theoretical and practical points of view, has been more fruitful of discovery or is so pregnant with future possibilities. By its study the nature of nebulae and other heavenly bodies has been investigated, as well as the proper motion of the so-called fixed stars: new elements have been discovered and also new relations between those already known. The classical researches of Crookes and others into the ultra-gaseous state of matter enable us to penetrate further into the secret of the individual molecules instead of treating them on the method of statistical averages. In the discovery of the Röntgen rays and of wireless telegraphy, both yet but in their infancy, radiation offers its quota to the progress of the race. As Prof. Thompson says in the preface to the book before us, it is in the borderland of kindred sciences that science is progressing with the discovery of new phenomena, new generalizations, new relations, and chiefly to researches in such border regions as chemical physics and radiation we look with the hope of lifting the veil which hides the nature of Things in themselves.

Men of all ages have recognized the necessity of an all-pervading medium; but in the beginnings of science facts were explained by a number of arbitrary assumptions multiplied in proportion to the emergencies caused by themselves, and, out of the many hypothetical media suggested, the one ether destined to survive—that originally suggested by Huyghens to explain the propagation of light—has had a greater burden of explanation put upon it, thus enormously increasing the difficulty of making theory fit the facts. The progress of science is marked by the simplification of causes, and Clerk-Maxwell was the first to show, by propounding the electromagnetic theory of light, that the phenomena of electricity and magnetism are due to strains in the same ether, whose vibrations constitute radiant heat and light. It is too early to dogmatize, as many do, on the properties of the ether, which, as the author acknowledges, is unlike anything we know. The material of our ideas, as Jevons says, is derived from sensation; so we cannot figure to ourselves any agent but as endowed with some of the properties of matter. In order to explain the phenomena of radiation the ether must act like an adamantine solid exerting a pressure of 10^{12} that of the air at the earth's surface, and yet must offer no appreciable resistance to the passage of bodies through it; and, indeed, the ether theory fails to explain certain phenomena in optics. The identity of radiations consists, however, not in the agent, but in the laws of its action,

and, however our ideas of the properties of the ether may vary, the general mathematical treatment of its action is impregnable.

In the book before us the whole gamut of ethereal vibrations is passed in review, the subjective differences between them being their frequencies, the objective the means by which we can recognize and study them. The author has endeavoured to so correlate and arrange the results of the more important recent investigations that a comparison of the principal properties of the different radiations might be facilitated. The book is divided into two chief portions, one devoted to the ether and ethereal vibrations including heat, light, and what are known as electromagnetic vibrations, and the other part to other forms of radiation the nature of which has not yet been decided. This includes Crookes's negative rays, Lennard's cathode rays, Röntgen's X rays, which are all fully discussed, and as much as is known of Becquerel's, Le Bon's, and Hoffman's rays. On page 49 occurs a table giving specimens from different parts of the gamut of the frequencies and wave-lengths that are known, from a frequency of $6\frac{1}{2}$ per sec. (wave-length $1\frac{1}{4}$ million miles), due to magnetic waves from the sun, down to a frequency of 16×10^{14} per sec. (wave-length $1/50000$ mm.) due to the extreme ultra-violet. There is a gap between the wave-length (4 mm.) of an oscillating spark and that ($1/40$ th mm.) of the longest heat wave known, within which limits there exist no known radiations. The radiations on either side of the gap differ widely in properties. To distinguish between the two classes the author has coined the words *infra-* and *supra-lacunal*. To get an idea of the range of known vibrations, suppose a line whose length is equal to the distance of the earth from the sun to represent the scale of known wave-lengths. Then the length of the gap would on this line be about $1/3$ mm. long, and the visible spectrum would only cover $1/50$ th mm. May we not eventually find that within the gap occur the ethereal vibrations which Prof. Lodge suggests as the cause of thought-transference? The author has done great service in collecting together the latest results that have been obtained in radiant phenomena, and the numerous references to original papers will be of great help to those who intend to devote their time to research in this subject. We have come across a few mistakes as well as printer's errors. The velocity of sound is wrongly given as $35^{\circ}82$ metres per second, and on page 68 it is stated that calorific radiations are given off more readily from bright than from dull surfaces.

Practical Plant Physiology. By Dr. W. DETMER. Translated from the Second German Edition by S. A. MOOR. (Sonnenschein.)

How is it that, during recent years, nearly all our botanical text-books have been "made in Germany"? We have, at Oxford and Cambridge, not to speak of other centres of learning, schools of botany which are doing excellent work; but their directors do not, as a rule, seem to have applied their knowledge and their energy to the task of recording their method of instruction in a permanent form. With the exception of Prof. Vines's admirable "Lectures on Physiology," and Bennett and Murray's "Handbook of Cryptogamic Botany," almost every important text-book of botany published in this country within the last fifteen years is a translation from the German.

Prof. Detmer's reputation as an expert in that department of physiological botany which deals especially with agriculture and forestry makes the present volume, which is well illustrated and excellently translated, one of great interest and value. But we have a fault to find with the title. The work does not deal with the whole subject of vegetable physiology, but only with that portion which treats of the nutrition and vital phenomena of plants, the department of reproduction being entirely untouched. We do not complain of this limitation, but it should have been clearly expressed on the title-page.

The subjects treated of in this volume are, in many cases, of more than theoretical interest. Take, for example, the following. Since the time of Boussingault, it had been accepted almost as an axiom by teachers of botany that plants have no power of making use of the enormous stores of free nitrogen in the atmosphere for the building up of their tissues: that the only value of this element is to dilute the oxygen and prevent it from acting too energetically. The researches of Hellriegel, Frank, Beyerinck, and others, during the last few years, have shown that this view must be largely modified; at all events in the case of one large family of plants—the Leguminosæ or pea-tribe.

And the mode in which the nitrogen is taken up by these plants is no less remarkable than the fact itself. The roots of a large number of species belonging to this order abound with "tubercles" or swellings. On microscopical examination the interior of these "tubercles" is found to be occupied by a dense mass of white threads or granules belonging to an organism nearly related to the Schizomycetes or Bacteria. This organism carries on within the root a symbiotic or mutualistic existence, being under the protection of the host-plant, and yielding up to it the nitrogen which it obtains from the atmosphere. Now here we have a discovery which may be of the highest possible importance to the farmer. The growth of leguminous crops, if the produce be again ploughed in, instead of impoverishing, may actually enrich, the soil by increasing in it the amount of nitrogen available for other crops. Although not absolutely, the possession of these bacillus tubercles is nearly, confined to the pea-tribe; they are entirely wanting in the grasses or cereal crops.

Yet another example of the beneficial effects of the bacteria which we ordinarily associate with some of the most terrible diseases which attack man and other animals. The nitrogen which plants use, under ordinary circumstances, in the formation of their tissues, occurs in the atmosphere in the form of an infinitesimal proportion of carbonate of ammonia, derived from the ammonia which is itself a product of the decomposition of organic substances. This carbonate of ammonia, being excessively soluble in water, is brought down to the soil in every drop of rain or dew, and has there to be converted into nitrates before it can be taken up by the plant. This process of oxidation is effected by minute organisms, "nitro-bacteria," everywhere present in the soil.

Again, plants ordinarily absorb their nutriment from the soil by means of "root-hairs." But in many trees, especially conifers, these root-hairs are entirely wanting, and their place is taken by filaments of a fungus known as "mycorrhiza," which acts the part of wet-nurse in drawing the food-materials from the soil, and conveying them to the cells of the plant in which it is hospitably entertained.

These are only some of the many interesting problems which are discussed in this valuable work.

"Heroes of the Nations."—*Ulysses S. Grant and the Period of National Preservation and Reconstruction.* By WILLIAM CONANT CHURCH. ($7\frac{1}{2} \times 5$ in., pp. xi., 473; illustrated; price 5s. G. P. Putnam's Sons.)

The general idea of the series to which this book belongs must already be well known to our readers. It is to tell the story of the life of some conspicuous man, of more or less heroic dimensions, in connexion with the story of his country and his time, showing what effects he produced on both of these and what effects they produced on him. That General Grant's life fulfilled the required conditions there can be no doubt. As to whether he was a "hero" in the strictest sense of the word, there may be some difference of opinion, but none whatsoever as to his having been the most conspicuous man of his time, and one for whose able and disinterested services his country can never be sufficiently grateful. Grant was a man clean in life and conversation, singularly modest and unself-seeking, of strong determination, and of lofty public spirit. He was also a soldier of distinguished power and skill. We could have wished that Colonel Church had thought fit to show us something more of Grant in his domestic relations than the small amount provided in the earliest chapters; but, being a soldier himself, Colonel Church evidently is chiefly interested in battles, excursions, and alarms, and the greater part of the book consists of little else. To the military expert this will, no doubt, prove very acceptable; but to the plain student of history or the general reader it recalls somewhat too strongly the weary doings we had in our school-days with Xenophon's "Anabasis" and its marchings and haltings and provisionings. Not but that such matters did occupy a large part of General Grant's life, and do serve to bring out many of the most marked features of his character; but one weariness of incessant war quite as much in books as outside of them.

For Britishers it would have been well, perhaps, if the causes which led to the war had been more fully treated. There is a great deal of haziness on the subject on this side of the water. Most people imagine that the North went to war to free the slaves of the South, which is not the fact. Of course, we are

not given all the details of the war, but only those in which Grant was directly or indirectly concerned. So much so that we hear little or nothing about Confederate successes, and nothing at all about Confederate cruisers till we come to the Treaty of Washington. Here and there a sneering or contemptuous tone is adopted with regard to England, which seems a pity; but there is not very much of it. The incident of the Confederate envoys Slidell and Mason, by the way, is not mentioned, which is, perhaps, well, though it would have given a good idea of the strained feeling at the time between England and the States.

The closing scenes of the war, the sieges of Petersburg and Richmond, the pursuit and surrender of General Lee, are admirably described, the surrender being specially interesting, not only from the dramatic nature of the scene itself, but because it affords one more opportunity of showing the simple manliness and the humanity of General Grant. Very satisfactorily also does Colonel Church deal with Grant's two Presidencies and his triumphant progress round the world. But what at the present moment is most likely to attract attention is the account, brief though it be, of the beginning of the strained relations between the States and Cuba in 1869 and the following years; the movement to recognize the Cuban insurgents; the capture by Spain, in 1873, of the American vessel "Virginius," and the execution of the Americans on board her, &c. But for Grant there certainly would have been war—and no wonder. The offer by the United States of her services to Spain to aid in the settlement of disputes with Cubans was politely refused, and matters went on in an unsatisfactory way for the rest of Grant's time. Spain, however, accepted the services of the States in her troubles with Chili and Peru, with satisfactory results. But we have already exceeded our allotted space, and must not allow ourselves to be drawn into these matters. Grant's last days, his financial troubles, his grievous sufferings, which he bore so nobly, his successful literary venture—these are all told with just the right fullness and just the right tone, so that we lay down the book with the feeling that we have been learning the story of the life of a remarkable and, what is better, a thoroughly good and noble-spirited man, of whom the British race, outside as well as within the States, may be justly proud. It would, by the way, be well if in the next edition the index were improved.

Marcus Aurelius Antoninus to Himself. An English Translation, with introductory study on Stoicism and the Last of the Stoics. By GERALD H. RENDALL, M.A., Litt.D. (Macmillan.)

In this volume Dr. Rendall has given us a delightful English edition of the famous work of Marcus Aurelius. As was only to be expected, the translation, in point of accuracy and scholarly precision, supersedes all its predecessors. It is, moreover, based upon a text revised and corrected in accordance with the most recent critical results by Dr. Rendall himself; while, in point of vigour and spirit, the English of the new version is all that could be desired.

This is high praise; but not one whit too high. We append two brief extracts which will serve to illustrate the qualities of the new version. To the first of these we add, for purposes of comparison, the corresponding passage in the first published English version of the "Meditations," that of Casaubon (1634). It is the well known summary of life, containing the comparison of life to a warfare [a comparison which is interesting from the fact that it occurs in the Book of Job (vii. 1); and also in the older Athenodorus of Tarsus, as quoted by Seneca]:—

In man's life time is but a moment; being a flux; sense is dim; the material frame corruptible; soul an eddy of breath; destiny hard to divine, and fame ill at appraise. In brief, things of the body are but a stream that flows, things of the soul a dream and vapour; life a warfare and a sojourning; and after-fame oblivion.

Compare with this Casaubon's:—

The time of a man's life is as a point; the substance of it ever flowing, the sense obscure; and the whole composition of the body tending to corruption. His soule is restlesse, fortune uncertaine, and fame doubtfull: to be briefe, as a streame so are all things belonging to the body; as a dreame, or as a smoake, so are all that belong unto the soule. Our life is a warfare, and a meere pilgrimage. Fame after life is no better than oblivion. (Book II. 17.)

The nervous quality of Dr. Rendall's English—a faithful

reflection of the "physiognomy" of the original—is manifest throughout. Our second extract only affords another brief illustration of this:—

When the sovereign power within is true to nature, its attitude towards outer circumstance is that of ready adjustment to whatever is possible and offered for acceptance. It does not set its affections on any determinate material, but keeps each impulse and preference conditional and subject to reservation. Obstacles encountered it converts into material for itself, just as fire lays hold of accumulations, which would have choked a feeble light; for a blaze of fire at once assimilates all that is heaped on, consumes it, and derives new vigour from the process. (Book IV. 1.)

Before we leave the subject of the translation a word of praise is due to the careful concordancing of words, which, as the author justly observes, "is of no small importance: to the student, as correlating passages of kindred thought or phrase; to the general reader, as preserving a real and often telling trait of mind and manner."

It remains to call attention to the brilliant and valuable sketch of Stoicism and the last of the Stoics which forms an introduction to the translation, and which will enable the reader to re-create the historical and philosophical background of the "Thoughts." This is comprised in five chapters, dealing with (i.) the Origins of Stoicism; (ii.) the Birth of Stoicism; (iii.) Stoic Dogma; and (iv.) Stoicism in History. The last chapter (v.) of the introduction deals with the fascinating personality of Marcus himself.

This, as every reader must feel, is reflected in the immortal "Thoughts," which occupy a unique place in literature as an "Eikon Basilike." "I present here unto you," says Casaubon, in the opening words of the dedication of his edition, "the writings of a king." Herein lies one of the special charms of this remarkable self-revelation. As Dr. Rendall remarks:—

Throughout the "Thoughts" the moral standpoint is *imperial*. . . Here is no Stoic declamation about chains and racks, tyrants and liberties, but a Cæsar of Rome—to whom the emptiness of riches, the vanity of power, and the hollowness of praise or fame are not a topic, but an experience—taking counsel with himself how to "choose the highest and hold it fast."

Dr. Rendall has conferred a signal boon upon students and readers of all kinds by the publication of this admirable edition. It is a book to be possessed.

"The Athenæum Press Series." (1) *Select Poems of Shelley.*

Edited, with Introduction and Notes, by W. J. ALEXANDER. (7¼ × 4¾ in., pp. xci., 387, with portrait of Shelley; price 5s. Arnold.) (2) *Selections from the Poetical Works of William Cowper.* With Introduction and Notes by JAMES O. MURRAY, D.D., LL.D. (Same size, pp. lxxvii., 243, with portrait of Cowper; price 4s. 6d. Arnold.)

This series comes from Boston, U.S.A. It is intended, we are told, to furnish a library of the best English literature from Chaucer to the present time, adapted to the needs both of the student and of the general reader—supplied, of course, with biographical and critical introductions and explanatory notes, &c. As far as we remember, these are the first volumes of the series we have seen; and we may say at once that they seem to us, in editorial workmanship and printing, well suited to their purpose. The binding, perhaps, might have been made more attractive.

(1) Mr. Alexander is Professor of English in University College, Toronto. His selection consists of some seventy-three poems, of which the longest are "Alastor," "Prometheus Unbound," "Adonais," "The Sensitive Plant," and "Epipsychidion," the rest being all more or less short; but, except in the case of "Hellas," only complete poems are given. Of course, in every selection one's personal equation comes into play, and we might ourselves have replaced some of the poems by others which are personal favourites. But there can be no doubt that Prof. Alexander has given us a very full representation of Shelley at his best. Two-thirds of the introduction is devoted to a brief, but well written and judicious, life of Shelley—for its size it is as good as anything of the kind we have read—while the rest consists of an interesting appreciation of the poet. The notes are very satisfactory and helpful; though, perhaps, here and there a little fuller than was absolutely necessary. We observe that the text used is in the main Mr. Forman's, in the "Aldine Series." Taken as a whole this volume is a good piece of work.

(2) Dr. Murray is Professor of English Literature in Princeton University. He also gives us a very acceptable introduction, dealing with the various periods of Cowper's life and his place in English poetry; to which are added a bibliography and a map of Olney and its suburbs, the last being particularly helpful in making clear very many of the poet's references. The longer poems chosen are "The Task" and "Retirement," which occupy four-fifths of the text, the remaining fifth being devoted to thirteen shorter poems. The selection seems to us quite satisfactory, and the critical judgments of the introduction are just and sensible, and are interestingly supported by quotations of the views of Sainte-Beuve, Taine, and others. The notes are rightly very brief, but they are satisfactory and show a considerable knowledge of the details of Cowper's life and surroundings, and many are very happy in bringing out the "true Cowper" clearly. The professed student may, perhaps, desire a slightly fuller annotation, but the general reader will find quite as much as he wants, and that distinctly of the kind that he needs. Lovers of Cowper's poetry will like the volume. We shall look forward to seeing other volumes of this series, which seems to be a large one. We have not often been so pleased with American literary criticism, which is apt, at any rate in school and college books, to lack balance. Moderation and an evidently genuine appreciation are the key-notes of these two books.

The Union of Italy, 1815-1895. By W. J. STILLMAN, late Correspondent to the *Times* in Rome, &c. (Cambridge University Press.)

No Englishman has had better opportunities of acquiring an accurate knowledge of recent Italian events than have fallen to the lot of Mr. Stillman; he has carefully studied the history of the earlier portion of his period, and, as regards its later years, held a position that enabled him to gather information from the best sources, from men who took part in the making of Italian history. His strong partiality for Signor Crispi is, of course, well known to all readers of the *Times*; it has, perhaps, influenced the view of Italian politics taken in this book, but it need not lessen the value of his work; he gives reasons for his opinions, and is scrupulously fair in his remarks. History is not the worse written for being written by a partisan, provided that the writer does not adopt partisan tactics. As an account of the steps by which Italy arrived at liberty and unity, and generally of the chief actors in the great drama, his book is admirable; where it fails is in dramatic force; it lacks the interest of its subject. More than once Mr. Stillman speaks from his personal knowledge of events. He has the best possible reasons for knowing that Kossuth was concerned in the abortive insurrection of Milan in 1853, and he saw how the plebiscite on the question of French annexation was worked in Savoy in 1860. His judgments of men generally display thought and insight. Of Carlo Alberto, the most mysterious person that has ever played a part in modern politics, he remarks that in his relation to Piedmont he was "a despot of the despots," but that "face to face with Austria he became a Liberal," and that "his desire for liberty for himself from the control of Austria and the Jesuits made him seem to desire liberty for all"; he was unstable and deceitful, weak in character, and subject to superstitious fears, though capable of rising to heroic action at critical moments. Mazzini is, on the whole, well described as incapable as a revolutionist and unequalled as a conspirator, though this judgment may be modified if we consider the effects, not forgotten here, produced by his windy proclamations and his noble, if mistaken, aspirations in keeping alive the revolutionary spirit. One of the most valuable parts of the book is the recognition of the debt that Italy owes to Ricasoli, who, working in conjunction with Farini, guided Central Italy to a union with Piedmont and Lombardy in the new Italian kingdom. His firmness alone foiled the designs of Napoleon III. for keeping Italy weak and disunited, and his success was the more splendid in that it was won in spite of the fears of the King.

The course adopted by France (1859) was consonant with its general policy of endeavouring to prevent Italy from becoming strong, and Mr. Stillman maintains that Italy would have ultimately been better off if Cavour had followed the example of Carlo Alberto in refusing French aid at the French price. The desertion of Italy by Napoleon at Villafranca is explained as due not merely to the horror with which the sight of war inspired him, or to his fear of Prussian intervention, but mainly

to the growth of the revolutionary movement in Central Italy which threatened to upset his scheme for its organization, and, what was even more serious, to lose him the support of the Catholic party in France. He had rushed into a war without calculating the probable results of victory, and lacked the courage to follow up his successes in the face of dangers that he had been too short-sighted to foresee. As regards the present condition of Italy Mr. Stillman speaks almost despairingly, quoting the saying: "Too quickly and too easily was Italy made." He has fair ground for his pessimistic judgment, but we are not convinced that a prolongation of Italy's struggles and sufferings would have changed the Neapolitan character, or sufficed to prevent the imprudences, and worse, that followed the transfer of the capital to Rome. Acknowledging that he has had opportunities of forming a correct judgment to which we can lay no claim, we venture to differ from his opinion that Italy is tending towards a dissolution of her unity; the nation is still passing through a period of discipline and trial, is still in the midst of dangers, but we believe that its friends may hope, not without good ground, that it will at least remain united.

Introduction to Herbartian Principles of Teaching. By CATHERINE I. DODD. (7½ × 5 in. pp. viii., 198, illustrated; price 4s. 6d. Sonnenschein.)

As our readers may know, Miss Dodd is the head of the Day Training Department in the Owens College, Manchester. Her aim in this little book has been "to sketch simply and clearly some of Herbart's ideas on education and to apply them to English primary schools." She has done her work well. The sketch is satisfactory, and the application is full of interesting suggestions. Here and there she seems to us to lose sight of the distinction between a scientific proof and a merely suggestive analogy; but for this she is not primarily to blame. Here and there the material of the "Notes of Lessons" is not quite accurate. And she has forgotten to provide an index. But, taken as a whole, the book will be found decidedly helpful by teachers.

After the manner of Herbartians, of course a great deal is made of the analogy between the development of the individual and that of the race; followed by the usual attempt (due rather to Ziller than to Herbart) to make the culture stages of the few years at school correspond to the whole course of the culture stages of mankind, the difference between the environment of the modern child and that of the primitive man being ignored along with other things. But there is always that delightful touch of unconscious humour which makes "Robinson Crusoe" the central study for children of six years of age. (But, O Crusoe, how art thou transmogrified!) For these things Miss Dodd is not responsible. But she is responsible for quoting the extravagances of other writers; as when she notes with approval that Richter said that a child learns more in its first three years of life than a young man does in three years at the University, forgetting that "learning" means gaining clearer insight into the relations between things, and not merely picking up fresh scraps of information; or, again, when she quotes Mr. Felkin's idea that a lesson on Moorfields (in the City) would help a child to gain an idea of the first settlements of his forefathers. Somewhat akin to this, however, are the artificial and fanciful connexions between subjects occasionally suggested by Miss Dodd herself when dealing with *concentration*, or, as Froebelians call it, *connectedness*. The connexions or associations must be *real* as far as they go if they are to be of true educational value. We hasten, however, to add that the doctrine of concentration is expounded with great clearness and force, and the two chapters devoted to it are amongst the best of the book. Good, too, is the chapter on the presentation of matter and its "five formal steps"—the only right order in all true teaching, Herbartian or other.

The illustrative example of the inclined plane is particularly well treated, though, by the way, there is a misprint of *weight* for *height* (on page 135). There is a misprint, also, in the last column of the table given on page 33. Also, by the way, it is unfortunate that, when urging the advantages, political and social, of a careful study of history, Miss Dodd should have held up France to us as a model. But teachers will probably be most interested in the numerous "lessons worked out" of the last chapter. For the most part they are carefully set forth, and are interesting and suggestive. They were prepared and

given by the students in training; but some have been insufficiently revised. Neither the age nor the kind of children is stated. Cold water is not necessarily heavier than hot (page 168); otherwise our ponds would freeze solid. The phenomenon of boiling is clumsily dealt with; objects will not float more readily in hot water than in cold, unless, indeed, they have become swollen; and so on. And what are we to say of this example in arithmetic? "A small strip of paper divided so that the smaller part is $\frac{2}{3}$ of the whole, or the larger part $\frac{1}{3}$." How can $\frac{2}{3}$ of anything be the smaller part of it? And how can the larger part be $\frac{1}{3}$? We suppose, but are very doubtful, that two strips are intended in the ratio of 4 to 7. We may add that arch *b*, on page 181, could not stand; and that arch *c*, in the form actually given, would not be accepted by an insurance office. We mention these things as they can very readily be set right; and, since we are recommending corrections, we may add that we should not, when beginning a lesson, tell the children the *aim*, but the *subject*, of the lesson—and not always that. The book is a good one—good enough to be made a little better.

Lessons in Old Testament History. By A. S. AGLEN, M.A., D.D. (Arnold.)

Archdeacon's Aglen's text-book covers the Old Testament history from the Creation narrative to the promulgation of the Law by Ezra. The facts are set forth in a series of one hundred and six short chapters or lessons, which are eminently readable and suggestive. One of the aims of the writer has been "from the first . . . to keep in view the fact that the main value of lessons in Bible history resides in the opportunity they afford for lessons in religion and morality." This—by no means the easiest part of his task—has been accomplished by the author with commendable circumspection and restraint. The data of the Biblical text are never submerged in a flood of parenetics. The author's pages, too, are brightened by appropriate quotations from the poets, as well as from such eloquent authorities as Dean Stanley and (occasionally) Renan.

It is satisfactory to find that Dr. Aglen is not insensible to the advances that have been made in Biblical criticism, the more important results of which are briefly, and quite unostentatiously, indicated from time to time.

I have acted on the principle [he says] that as yet it is enough to indicate that not only is Scripture composed of writings of various date and authorship, but that many of what appear as separate books grew to their present form out of materials of uncertain origin, by a process of collecting and arranging which required time and the attention of successive editors. If much has been left unsaid which is destined hereafter to become an inevitable part of the education, at least of the higher classes, in our schools, statements which might afterwards have to be unlearned have been avoided.

We also cordially agree with the author that a point which "cannot be with too much insistence presented in school teaching" is "that the working out of the Divine purpose in Israel proceeded in spite of conceptions of the Divine character which were often very imperfect." The book is equipped with a series of excellent appendices, the fourth of which, containing the chronological tables, is a most careful piece of work. The maps, too, are useful, with the exception of the plan of Ancient Jerusalem (opposite page 273), which, as it stands, is misleading, in view of the (correct) statement that "the fortress of Zion must have been situated on the eastern eminence, where the mosque of El-Aska now stands" (page 230). Altogether, this is the most satisfactory manual of its kind that we have yet seen.

The Empire and the Papacy, 918-1273. By T. F. TOUT, Professor of History at the Owens College, Victoria University. (Rivingtons.)

In setting out to write a summary of the history of Europe from the beginning of the Saxon dynasty in Germany to the fall of the Hohenstaufen, Prof. Tout felt the necessity of adopting some leading characteristic of the period as a centre round which he might group the different parts of his work, and, as the title of this book shows, he chose the relation between the Papacy and the Empire. His choice was well judged, for, in the rival ideas concerning the universal sovereignty claimed by the Pope and the Emperor, who, in theory, exercised it each in his proper sphere in perfect accord with the other, while, in reality, each invaded the other's sphere of action, depends no small part

of the history of the middle ages; at least, so long as the Empire remained a living force, and, indeed, some while later. The two dates which limit his work represent, we need hardly say, a complete and well defined period in the struggle between these two powers. While his book gives prominence to this struggle, it does not neglect matters that are only remotely connected with it; indeed, the chapters on the early Capetian monarchy are, perhaps, the best parts of the volume, while another well written chapter is devoted to the rise of Universities and the work and fortunes of the Mendicant Orders. Prof. Tout, however, is mainly an historian of political events, and an adequate discussion of the relations between the Papacy and the Empire demands an examination of the principles of legists and the writings of philosophers and theologians. His book belongs to a series primarily intended, we believe, to supply text-books for the School of Modern History at Oxford, and it does not rise above that level. So far as it goes we can heartily recommend it, for it is accurate, clear, and generally readable, though here and there rather tightly packed with facts. In saying that it is merely a text-book we do not wish to disparage it, for, of its kind, it is excellent, and, no doubt, well suited to help Oxford undergraduates to do well in the schools; we only wish to warn serious students of medieval political philosophy that it is not exactly a book for them. We do not like the plan of giving only the names of modern books in the notes appropriated to references to authorities at the beginning of each chapter.

Psychology in the Schoolroom. By T. F. G. DEXTER, B.A., B.Sc., and A. H. GARLICK, B.A. (7 $\frac{1}{4}$ × 5 in., pp. 413, illustrated; price 4s. 6d. Longmans.)

Mr. Dexter and Mr. Garlick are both headmasters of pupil-teachers' schools, and their book is mainly, though not exclusively, intended for young teachers. The chief purpose of the book is to help those who are studying the *science* of teaching, or its psychological basis, to apply that science to the *art* of teaching. The authors point out, what we ourselves have often found to be the case, that young teachers, when they have to some extent gained a knowledge of psychology, find grave difficulty in making that knowledge vitally effective in their lessons. They will describe to you quite satisfactorily, for instance, the various stages in the mental process called "constructive imagination," but the lesson sketched to illustrate their statements ignores these stages almost entirely. So here we are given brief statements of the psychology followed by fuller descriptions and suggestions as to how these should influence the work of the schoolroom. There is no fault to be found with the psychology. To all intents and purposes it is on the same lines as Professor Sully's, though very much abridged. In their endeavour, however, to be very clear and emphatic, the authors have resorted to so many varieties of type, so many summaries, paragraphs, &c., that their pages are very tiring to the eye. As to the applications of psychology, the book does a good deal, but not always quite enough. For instance, it is not enough to say that history, geography, and literature provide excellent material for exercising the mind in constructively imagining. We must take a particular piece of literature, geography, &c., and show how to deal with it—the steps to take, their order, the rough models required, and so on. It is by translating the *general* language and assertions of psychology into the *particular* language and methods of an actual case that we show the young student clearly what our meaning is. Here and there the authors do this—e.g., under the head of Reasoning (page 176); but under Conception and Imagination they restrict themselves to generalities. However, there can be no doubt that teachers in training and pupil-teachers will find this book very useful in many ways, and absolutely clear in its expositions and recommendations.

The Art of Teaching. By DAVID SALMON. (7 $\frac{1}{4}$ × 5 in., pp. 289, illustrated; price 2s. 6d. Longmans.)

Mr. Salmon is the Principal of Swansea Training College, and is already honourably known by his many class-books and books for teachers. His experience has taught him what his students need, and he sets this before them in singularly clear and simple English. After some very sensible and helpful remarks on the general principles of teaching and discipline, illustrated by apposite quotations from various authorities, we are given what in our opinion are the two best chapters in the book, on "Oral Questioning" and "Object-Lessons" respec-

tively. Both of these give much sound advice, and what to young students are often quite as valuable, many well chosen examples showing both what to do and how to do it, and what not to do. Then follow chapters on the usual elementary school subjects, all written with adequate information and skill. The last chapter is on "The Education of Infants." Sets of questions and an index are added. The book tells us very little that is new. It is not the aim of such a book to do so. What it does endeavour after is to state simply, and clearly, and interestingly what is known and approved. In this it is successful. The last chapter, on "The Education of Infants," is particularly satisfactory. The first half is devoted to a simple and well written history of the rise of infant schools in England; the second half to an exposition of the principles and practice of Froebel—a matter which is usually hurried over and inadequately treated in books of this kind, but which is here expounded with knowledge and insight. Mr. Salmon has evidently seen a kindergarten, observed its doings, and considered its ways, and so is able to give an intelligent and intelligible account of these, together with many useful hints.

Henry of Guise and other Portraits. By H. C. MACDOWALL. (Macmillan.)

Mr. Macdowall has studied the works of the French memoir-critics of the sixteenth century to good purpose, for he has gained from them an intimate acquaintance with the lives and characters of the principal people who were more or less connected with the religious wars in France. Of the three portraits that he gives us here, the first and largest pleases us least. In his paper on Henry of Guise he strikes us as falling—if we may be allowed the expression—between two stools; his sketch takes in too much to be a good portrait, too little to be a satisfactory record of the times in which the Duke lived; in a word, his man does not stand out quite clearly enough. This is not the case with the portrait of Agrippa d'Aubigné, the soldier-poet, which seems to us altogether praiseworthy and full of life. His third paper contains the pitiful little story of Catherine of Navarre, the sister of Henry IV. Mr. Macdowall writes in a lively yet sober fashion, and his book is very pleasant reading.

CLASSICAL BOOKS.

Demosthenes: First Philippic and the Olynthiads. Edited by J. E. SANDYS, Litt D. (Pp. lxx., 246. Macmillan.)

This volume is the first instalment of an edition of the Philippic Orations, which Dr. Sandys has been preparing, and we hope that it will not be long before he has completed his task. The name of the author is a sufficient guarantee of its scholarly qualities and of the comprehensive and illuminating spirit in which the historical and political questions are dealt with. The Philippic Orations, always recognized as masterpieces of eloquence, derive an additional interest from the frequent applicability to modern political affairs of their language and sentiment, and from this fact Boekh in 1813 pointed out how much advantage may be gained by the study of Demosthenes by those who aspire to eminence in oratory and politics. Dr. Sandys quotes this passage, and also gives several passages from English orators, especially the younger Pitt, of a thoroughly Demosthenic type. For those who desire to carry out the *lectio studiosa* of Demosthenes recommended by Boekh, no better guide could be found for English readers than this edition. It is suited both for younger and more advanced students, the notes intended more especially for the latter being printed, very conveniently, in smaller type.

Æschylus: Prometheus Vincit. Edited by E. E. SIKES, M.A., and ST. J. B. WYNNE WILLSON, M.A. (Pp. lx., 194. Macmillan.)

The "Prometheus Vincit" is probably the play of Æschylus which is most frequently read first in schools, and there is ample room, and indeed need, for this edition, which will fulfil its avowed object of being of use both to the higher forms of public schools and to those preparing for University examinations. Many teachers, also, may well find it of great assistance, as it gives in a clear and concise form the result of a careful study of Æschylean scholarship with regard both to the text and its interpretation, and to the numerous mythological and antiquarian problems which this play suggests. The introductory sections on the Prometheus-myth will be of value and interest to those students (the number of whom is, we fancy, larger than is generally supposed) who have no knowledge or experience of modern methods of research into the origin of myths, and the explanations here given may be accepted as representing the most recent and generally received conclusions arrived at by students of comparative mythology. Other sections of the introduction deal with the date, representation, characterization, and influence of the play, and there is a section on the text and scholia. The text of this edition is in the main conservative: the

editors, wherever possible, following the Médicean MS., and the critical notes are placed at the bottom of the page; this practice should invariably be followed in books of this scope. The commentary is careful and scholarly, and references to larger works are given where space seems to preclude the full discussion of any difficulty.

The Fourth Verrine of Cicero. Edited by F. W. HALL, M.A. (Pp. li., 187. Macmillan.)

A speech which is at the same time of so much interest for its subject and so excellent an example of Cicero's early style as is the fourth speech against Verres should not have been neglected as it has been by English editors, and Mr. Hall has, by producing this edition, supplied a distinct want. There is a full introduction, which gives information as to all the circumstances connected with the trial of Verres; and the archaeological appendix, compiled from many large works of reference, is a distinct addition to the usefulness and convenience of the book.

Handbook of Latin Inscriptions. By W. M. LINDSAY, M.A. (Pp. 134. Putnam's Sons.)

This will be found a very useful work of reference for students of the history of the Latin language. Some such book is, indeed, almost necessary to supplement the abstract "rules" found in grammars dealing with the historical aspect of the language, which often only succeed in confusing the learner, who gets the rules by heart without much intelligent appreciation of their real meaning and result. The process is analogous to learning history with no knowledge of geography. The Latin inscriptions given here are classified in four divisions: (1) those of the earliest period and the beginning of literature, (2) the period of the Republican literature, (3) the age of Cicero and the early Empire, (4) Imperial and late Latin. The book is not, however, composed solely of selections from inscriptions: the bearing of each example is briefly explained, and its form accounted for. The printing is good and clear, and the arrangement is convenient.

"The University Tutorial Series."—(1) *Herodotus, Book III.* Edited by JOHN THOMPSON, M.A., and B. J. HAYES, M.A. (2) *Demosthenes: Androtion.* Edited by T. R. MILLS, M.A. (Clive.)

(1) This edition, designed especially with a view to those preparing for examination on the book, serves its purpose of being helpful to less advanced students. In addition to the commentary, which explains all that is likely to present difficulty in translation, there are a short introduction and useful notes on the comparison between the Ionic and Attic dialects.

(2) All comment needed by the scope of the work seems to be given, and legal points are fully explained. The introduction is good.

Res Græca. By EDWARD P. COLERIDGE. (Pp. 236; 5s. Bell.)

This work forms a handy and very complete compressed dictionary of Greek history, biography, geography, antiquities, and literature. It has no pretensions, of course, to deal exhaustively with the subjects which it treats of, but it is carefully compiled and well arranged, and the information it gives is imparted in a form eminently suitable for examination purposes. For "cramming" purposes it should be invaluable. Each section might be the answer to a question such as those set, for instance, in the Classical Tripos at Cambridge, or in the Civil Service Examinations. There are also useful lists of technical terms. For the benefit of those who desire more detailed information, a list of the "most useful and easily obtainable works" of reference is given. We think, however, that in this list should certainly be included Gardner and Jevons' "Manual of Greek Antiquities," and Prof. Gilbert Murray's "History of Greek Literature." The illustrations and plans are good and well executed.

Æschylus, Persæ. Edited by J. H. HAYDON. (University Correspondence College Press.)

A useful elementary edition. The text is based on Weil, and, in the notes, Teuffel has been mainly followed. The introduction states that "important variations [from Weil] and emendations will be found mentioned in the notes"; but these are few and far between, and the pupil who has to face the Cambridge text, or that of the "Poetæ Scenici," will sometimes find himself nonplussed. For instance, on 484-516, lines which Paley obelizes, there is not a textual note, nor on *ἐκπαίδευται* of 911.

A Shorter Greek Primer. By A. M. M. STEDMAN. Revised by C. G. BOTTING. (Methuen.)

An admirably simple Greek grammar, in which the essential rudiments are presented in clear type without one superfluous word of explanation or insistence on anomalies. In the declension of nouns we doubt the use of giving stems, if, as here, no attempt is made to connect the cases with the stem. It is easy to explain, even to an infant, why *σῶμα* and *σώματι* come from stem *σωματ*. In the syntax we should have preferred real to cooked examples—tags like *οὕτω αἰσχροῦς ὥστε φεύγειν*, *μὴ ἀποθανῶν ἐπράξεν ἄν*. What is meant by saying that in *ὁ παῖς ἦν πέντε ἔτων* some noun like *δίκη* or *δίκη* is understood? How would Mr. Stedman explain "a minute's space," "five o'clock"? "O that he were here!" is *εἴθε παρῆν*, not *εἴθε παρῆν*, whether the wish is capable of realization or not. "*μὴ* is used with the infinitive except in reported speech." Here accuracy has been sacrificed to

brevity. 'Εδρακε on page 84, and "he would suffer" on page 103, are misprints or slips.

- (1) *Dent's First French Book*. (2) *Kron's French Daily Life*. (3) *Dent's Second French Book*. (4) *Hints on Teaching French, with a running commentary to Dent's First and Second French Books*. By WALTER RIPPMMANN. (Dent.)

These volumes are a first attempt to introduce into England the methods of the Association Phonétique. The principles, briefly stated, are:—To begin, not with literary language, but the objects of everyday life; to give the pupil a stock of common words; to connect these words, not with the English equivalent, but with the object itself, or a picture of the object; to build up the vocabulary by constant repetition and the addition of only one new word at a time; to lay the foundations of grammar in the same way by observation and induction; to teach first by ear and then by eye—the sounds before the symbols for sounds. These principles are stated at greater length, and their application to the particular lessons is excellently expounded in Professor Kippmann's "Hints." Teachers, even if they are not persuaded to adopt the Dent books, will find it well worth their while to peruse the "Hints." (1) is the well-known work of Alge adapted for English scholars. There is a phonetic transcript for those who prefer

(2) is Kron's "Petit Parisien," with similar adaptations. To our taste it is too much like Thackeray's visit to the Zoo:—

"First I saw the white bear,
And then I saw the black,
And then I saw the dromedary
With a hump upon his back."

"Quel plaisir pour nous de cueillir les cerises . . . les groseilles (à maquereau, rouges ou blanches), les cassis (l's finale se prononce), les myrtilles," &c., &c. We cannot see much advantage in such a Reader over "Le Petit Précepteur," with its lists of fruits, &c., except (and this we grant is a large exception) that Herr Kron is *actuel*, up to date. (3) The same objection does not apply to the "Second French Book," the bulk of which is a child's story by Jeanne Mairet, excellent in its way, though too sentimental for the taste of English schoolboys. (The woodcuts of Maurice dancing *comme un petit fou*, on page 108, will be as fatal to the *entente cordiale* as Tenniel's organ-grinder.) The grammar rules, given in French, are short and clear; but they have the defects of their qualities, as when we are told that "substantives whose final sound is a vowel are feminine." Tenses are still formed on the old "Wordsworth's Grammar" model, "mutando *ai* in *u*, *tenues* in *aspiratas*," &c. There are still four cases—Jean, de Jean, à Jean, Jean. In spite of these trails of the old grammar, we can heartily commend this Reader as an exposition of the New Method.

Goethe's Faust. First Part, with literal Translation and Notes by BETA. (Nutt.)

In a modest preface, the anonymous translator defines his work as "a fresh translation *in usum trivium*," or, in other words, an up-to-date crib. It is nearly seventy years since Hayward's excellent prose version was published, and seven since Dr. Buchheim gave us the emended Hayward. In that period Goethe scholarship has made vast strides, and "Beta" has sought to embody, in what we may fairly call an emended Buchheim, the new lights of recent interpreters—in particular, of Pradez and Sabatier. Whether it is possible to do for "Faust" what Butcher and Lang have done for the "Odyssey" seems to "Beta" extremely doubtful, and he lays down as axiomatic that a real translation, in the highest sense of the word, will *ex vi termini* be useless as a crib. We are not of his opinion, but cannot stay to refute the dilemma. We can only attempt to show, by a few instances, how he has improved on the Hayward, and also how at times he is still lacking. In the "Prologue in Heaven," line 255, *Flüssen* is rendered "streams," which is better than "waves"; "floods" or "billows" would be better still. "Storms raging form a chain of deepest operation all around" is hardly an improvement on "form all around a chain of the deepest effect in their rage"; "weave a circle of intensest might" would be nearer. "The gentle wending of thy day" is not an improvement on "movement"; we should prefer "revolution." In line 268 both versions miss the change of *wenn* to *da*, and render "though none can fathom thee." *Quark* is rightly turned by "mess," instead of "puddle." "The ferment of his spirit impels him towards the distant" is more intelligible than "the ferment impels him towards the far away"; but why has "Beta" in the same speech left a grammatical slip, "and all the near and all the far contents," &c.? "Man errs so long as he strives" is no better than "man is liable to error whilst he is striving"; read "man will err so long as his struggle lasts." In line 346 we prefer, for *das Werdende*, "that which is passing into new being," to Buchheim's "the creative essence."

"Bell's English Classics."—(1) *Thomas Carlyle: The Hero as Divinity*. With Introduction and Notes by MARK HUNTER, M.A. (7¼ × 5 in., pp. lxx., 99; price 2s. G. Bell.) (2) *Pope's Essay on Man*. With Introduction and Notes by F. RYLAND, M.A. (Same size, pp. xxvi., 95; price 1s. 6d. G. Bell.)

We have described the general characteristics of this useful and

scholarly series so often that our readers will scarcely require us to do so again. Suffice it to say that in these volumes there is no marked departure from the general plan of their predecessors.

(1) Mr. Hunter is Principal of the Coimbatore College, and has already given us in this series "The Hero as Man of Letters," which we noticed a short while ago. Rightly enough, the greater part of the introduction to this volume is here reproduced—Thomas Carlyle, Carlyle's teaching, Carlyle's style, and "The Hero-Lectures." The last section only, dealing with "The Hero as Divinity," is new. As we said before, the contents and the workmanship of them are thoroughly satisfactory; and we may add that the new section is every bit as good as the one it replaces. Carlyle certainly never had before so sympathetic an editor. The notes strike us as rather too numerous and too full. But this is in keeping with the plan of the series. They are, however, well informed and scholarly. Lastly, a good index is given.

(2) Mr. Ryland's volume is one of the best of the series. He does not attempt the elaborateness of Mark Pattison's edition, but sticks closely to his point, and seldom fails to give us just what we want—no more and no less. In his introduction he does not attempt a life of Pope and the usual superfluities, but goes straight to the source and contents of the "Essay," and really excites a desire to read it and gives some help towards doing so intelligently. His work, both here and in the notes, is distinctly that of a skilful, well-read man. He is careful and exact, and keeps his judgment well balanced. Those who prefer to study literature without too many impedimenta, will find this edition very suitable to their needs.

"Standard English Classics."—(1) *Dryden's Palamon and Arcite*. Edited, with Introduction and Notes, by GEORGE E. ELIOT, A.M. (7¼ × 4¾ in., pp. xli., 93; price 1s. 6d. Arnold.) (2) *Edmund Burke's Letter to a Noble Lord*. Edited, with Introduction and Notes, by ALBERT H. SMYTH. (Same size, pp. xxxvii., 83; price 1s. 6d. Arnold.)

Each of these books is particularly well printed and very prettily bound, and each as frontispiece has a portrait of the author dealt with. They both come from the United States.

(1) Mr. Eliot is English master in the Morgan School. The aim of the series to which his book belongs is to give an introduction sound and helpful, but not too elaborate; a good, well printed text; and the minimum of notes required. The series is intended for secondary schools and colleges. The introduction in this volume consists of (a) the background, or the life and literary movements of Dryden's day, (b) Dryden's life, (c) "Palamon and Arcite," and (d) a very full chronological table. It is well informed and simply written; but, though it introduces us to Dryden, it can hardly be said to introduce us to the poem in any great measure. The notes are few, simple, short, and clear. They would have been improved, from a literary point of view, by a few parallel passages from Chaucer's poem, of which Dryden's is a modernization. But, taken as a whole, the edition is satisfactory and pleasant to read.

(2) Mr. Smyth is Professor of the English Language and Literature in the Philadelphia High School. His introduction is a sound piece of work, including, besides critical remarks, a life of Burke, a description of his personality, and a sketch of the House of Russell. It would have been improved by the addition of a *précis* of the Duke of Bedford's speech which called forth the famous Letter. The notes, also, are well written and helpful. We do not share the very high opinion of the Letter held by some, any more than we do the Duke of Leeds' opinion that it is merely "Billingsgate in buskins." It is a fine bit of English, containing much that is intrinsically interesting, and deserved to be well edited in a handy form. This task Prof. Smyth has accomplished very satisfactorily.

"The Albany Edition of Lord Macaulay's Works."—*The History of England*. Vols. I. and II. (8 × 5¼ in.; price 5s. each vol. Vol. I., pp. xvii., 546; Vol. II., pp. xiii., 570. Longmans.)

This handsome edition, which Messrs. Longmans are publishing as part of their "Silver Library," leaves little to be desired in point of printing, paper, and binding. The volumes are somewhat larger than others of the series, and are illustrated by portraits chosen by Mr. Lionel Cust, Director of the National Portrait Gallery. The two portraits now before us are excellent specimens; the first representing Macaulay at the age of fifty-seven, and the second, the Duke of Monmouth (by Sir Peter Lely). Such an edition cannot fail to give a renewed impetus, if such be needed, to the sale of a book which, if not of unimpeachable historical authority, has long since been recognized as an English classic. We may state here that no alterations or additions have been made to the text or the notes, beyond the correction of a few obvious misprints. The first two volumes appeared just fifty years ago; and, apart from the large sale of the single volumes as they came out, it is interesting to note that 180,000 copies of the complete work have been sold—45,000 copies of the popular edition during the last ten years. It is not often that so large a book gives such convincing proof of its vitality. To those of the rising generation who have not yet supplied themselves with a copy of this fascinating epic—for in many respects it is an epic rather than a romance, as some have called it—we can recommend the "Albany" edition without reserve.

"The Albany Edition of the Works of Lord Macaulay."—*The History of England*. Vols. III., IV., V., VI. (8 × 5½ in., pp. varying from 500 to 600; price 3s. 6d. each vol., with frontispieces. Longmans.)

These four handsome volumes complete the "History of England"; and it would be hard to find anywhere as handsome an edition of an English classic at so moderate a price. There is, however, one very grave omission—there is no index. Though the "tables of contents" are fairly full, an index is an absolute necessity, and, if there is not room for it in Vol. VI., it should be printed as a small supplementary volume. As we mentioned when noticing the first two volumes, no alteration has been made in the text, except in the cases of obvious misprints. The type is clear and legible, and the binding (in cloth) simple and good. The frontispieces are thoroughly satisfactory, and are all taken from well known original paintings. They represent King William III., Queen Mary II., Sidney Earl of Godolphin, K.G., and William Bentinck Earl of Portland, K.G. Messrs. Longmans have deserved well of all students of history in setting forth this edition. Will they complete their good service by giving us an index apart from the general index of the whole of the works?

McDougall's Latin Test-Cards. Stage I., Stage II. Price 1s. 6d. each.

Each stage consists of twenty-four cards, and each card has five questions: three on accident, one Latin into English, one English into Latin. They seem to us hardly progressive enough. Thus, Stage I., Card 1 begins: "Decline *tristis hiems*;" and the last grammar question in Stage II., Card 24 is: "Parse *jubeamus*." But repetition is the mother of studies, and the boy who has gone through Mr. McDougall's mill will have no difficulty in passing the Third Class of the College of Preceptors.

"Arnold's English Literature Series."—*Harold, the Last of the Saxon Kings*. Abridged and edited by J. H. VOXALL, M.P. (7 × 5 in., pp. vii., 217, illustrated; price 1s. 6d. Arnold.)

"Harold" is rather a long and elaborate story for small children, unless they are very determined readers; and here and there passages occur which, for one reason or another, are unsuitable for them. And yet the story is one to delight them and to add colour and life to their history work. Mr. Voxall has accomplished his task skilfully, and children will be grateful.

The Excelsior Atlas of the British Empire, exclusive of Africa and the British Isles. (9½ × 7½ in., pp. 24; price 1s. Bacon.)

This set of maps has been specially prepared to meet the requirements of the Government syllabus for the Certificate Examination of June, 1899. Besides the political maps needed, certain others, which are physical, are given. All are clearly printed and not over-crowded. The result, as a whole, seems to us adequate to its purpose.

"The Penny Poets."—(1) *Poems and Scenes from Shakespeare*. Parts I., II., III., IV. Selected and arranged by ROBERT S. WOOD. (2) *Some Tales from Shakespeare*. By CHARLES and MARY LAMB. (3) *Shakespeare's Merchant of Venice*. (Each vol. 7 × 4½ in., pp. 60; price 1d. Office of Review of Reviews.) (4) *The Adventures of Robinson Crusoe*. Retold and edited by W. T. STEAD. (7 × 5 in., pp. 120, illustrated; price 6d. Office of Review of Reviews.)

(1) These little books are all marvels of cheapness, but naturally at the cost, to some extent, of paper and printing; though, even in this respect, there is not much to complain of. Part I. consists of simple poems for reading or recitation, selected with satisfactory judgment; Part II. of rather more advanced poems; Part III. of dramatic scenes from Shakespeare, with prose introductions from "Lamb's Tales"; Part IV. of further scenes from rather harder plays. The few annotations given are set down in footnotes. Seeing that the price is only one penny, teachers and children should be grateful.

(2) The tales selected are "The Tempest," "As You Like It," "The Merchant of Venice," "King Lear," "Twelfth Night," and "Hamlet."

(3) This booklet is better printed than the rest, and is a wonderful penny-worth.

(4) The abridging is fairly well done, and the story reads smoothly. We suppose the extra cost is mainly due to the illustrations, which are very numerous. These are not very good, and we confess we could spare at least three-quarters of them. Personally, we should prefer to be given no more than Part I. of the story, more fully treated and less copiously illustrated.

Select Tales from Shakespeare. By CHARLES and MARY LAMB, with Introduction and Notes by DAVID FREW, B.A. (7¼ × 5 in., pp. x., 189; price 1s. 6d. Blackie.)

The introduction consists of a sketch of the life of Charles and Mary Lamb. It is fairly well written; but really it is not wanted in a book of this kind, for it does not introduce us to the Tales that follow. The Notes, however, are modest, useful, and brief, and are certainly of the kind needed. What puzzles us somewhat is the choice of Tales. The book is evidently intended for young people, and only eleven of the twenty Tales are given. There was no necessity, therefore, for choosing "Timon of Athens," nor indeed "King Lear," which is not

suitable to the young; while "The Taming of the Shrew" is not very interesting to boys and girls, and the play itself is generally considered not to be by Shakespeare. The book is satisfactorily printed and neatly bound.

The Victory History Readers. VII.: *From 1603*. By C. H. SIMPKINSON, M.A. Balliol College, Oxford. (1s. 10d. Wake & Dean.)

This is a clearly and connectedly written history, and in the latter portion, especially when he is dealing with battles and wars, the writer is quite vigorous, and does not avoid detail when it is necessary or stirring. His descriptions of John Nicholson in the Mutiny and of Waterloo, for instance, though perhaps rather like those of a special correspondent, are on a decidedly higher level of interest than those usually found in history readers. At times, however, he becomes rather too patriotic; he brings his history so up to date that it merges into politics, and we almost expected a reference to "pin pricks" in connexion with Fashoda. Piper Findlater and Klondyke appear towards the end, and in the last page or two we are told that "England asks only what will be her next conquest," and that "the English people cast away all thoughts of limiting their advance" after the Jubilee of last year.

"The University Tutorial Series."—*Questions on Logic*. By H. HOLMAN, M.A., and M. C. W. IRVINE, M.A. Second Edition, Revised and Enlarged. (7 × 4¼ in., pp. 130. W. B. Clive.)

This small book is primarily intended as a companion to Welton's "Manual of Logic," in the same series, and will certainly be found useful as a collection of exercises on that, or indeed any other book dealing with logic. The suggestions, hints, and examples are certain to prove helpful. For those who, working alone, are anxious to know whether their answers and solutions are correct, a Key is published.

The Making of a Daisy; Wheat out of Lilies; and other Studies in Plant-Life and Evolution. By ELEANOR HUGHES-GIBB. (7¼ × 5¼ in., pp. 186, illustrated; price 2s. 6d. Charles Griffin & Co.)

It is not very long since we noticed with decided approval a little book by the same author, entitled "How Plants Live and Work"; and in the small volume before us we note again the same knowledge of the subject and the same clear exposition and lively illustration. The book is certainly well fitted to effect its aim of awakening in beginners an intelligent interest in plant-life. The topics for discussion and explanation are well selected and simply dealt with; and the choice of examples is equally good. We have only one cause of complaint, and that is, that the author is liable at times to grow somewhat sentimental and fanciful, and even a trifle goody in her endeavour to interest the young. It is not necessary, and it is often misleading, to speak of plants as if they were human beings with minds. The habit of doing this is far too common already in our kindergartens, and should not be extended or encouraged. In the present instance, however, it is, as a rule, easy enough to distinguish between what is sentiment and what is fact. The two chapters which have pleased us most are those on "The Making of a Daisy" and "The Relationships of Flowers"—especially the latter. The author seems a little doubtful whether every one will approve her plan of beginning with general principles, and working down from these to laws, and so to facts and details. But, seeing that her object is to create a preliminary curiosity and interest, we consider that she is quite right in beginning with these glimpses at the results obtained by observation and patient comparison. Beginners do not care for observation—especially when it is long and difficult—unless they have some notion of what is to come of it all, and Pisgah sights* do much to help and encourage them. We wish the book every success.

Longmans' Grammar and Composition. (7¼ × 5 in., pp. iv., 156. Longmans.)

This is a useful, and on the whole sound, little book, based on Longmans' "Junior School Grammar" and "Junior School Composition." We have noticed one or two obsolete ideas in connexion with analysis, e.g., the calling of the noun alone the subject, and the verb alone the predicate. But, otherwise, the book is carefully planned and well put together, and its exercises will undoubtedly be found helpful and suggestive.

Stories of Starland. By MARY PROCTOR. (7¼ × 5¼ in., pp. 186, illustrated. Potter & Putnam Co.)

Miss Proctor is the daughter of that old friend of young people Richard A. Proctor, and she has inherited a great deal of her father's power of bright and simple exposition. She tells her Stories of Starland to quite young folk; but, though her task is not always easy, it is not often that her little readers will not be able to follow her with both interest and profit. Her legends and poems are gathered from a great variety of sources, and are handled with skill. We are not sure that we altogether like the plan of writing the book in the form of conversations between Mary, Harry, and Nellie, particularly as the characters of these small folk are not in any way brought out; but it has its advantages at times when we have to get round a difficulty. The printing is clear and good, and the illustrations numerous and for the most part satisfactory. We recommend the book to all juvenile astronomers.

MATHEMATICAL BOOKS.

How to Work Arithmetic. By L. NORMAN, M.A. ($7\frac{1}{4} \times 5$ in., pp. 76. Rugby: G. E. Over.)

The author's object is to provide a series of type-examples in arithmetic, in order to form a book of reference for students, and to help in securing uniformity of methods in large schools, where the teaching is in many hands. Some teachers, for good reasons, prefer to use no text-book, and to set their own examples every lesson, and these will find a work like the present of great use. Nearly all of the methods employed are good, and the working is arranged so as to show the meaning of every step. Explanations are inserted in different type whenever required, and thus the examples are not mere groups of figures and symbols. In a new edition we should like to see an additional series of examples illustrating the use of contracted methods.

Key to Algebraical Factors. By DORABJI H. VACHHA, M.A. Third edition. ($7\frac{1}{4} \times 4\frac{1}{4}$ in., pp. 187. Longmans.)

The first edition of this useful Key was published in 1883, at a time when experience showed "that whatever is written about factors in standard works on algebra is inadequate, and not in such a way as to enable the beginners to grasp them fully." To the more recent text-books, and not to all the older ones, this reproach is hardly applicable. Nevertheless, the Key retains its value as a guide to the different methods of factorizing simple expressions and to their application to different processes in algebra. A slight improvement would, perhaps, be made if H.C.F. and L.C.M. were treated concurrently.

A First Algebra. By Dr. W. T. KNIGHT. ($6\frac{1}{2} \times 4\frac{1}{2}$ in., pp. 95; price 6d. Relfe Bros.)

By the use of small but very clear type, a good deal is compressed into this little book, the course extending as far as fractions and simultaneous equations. The condensation is, however, effected at the expense of the bookwork; the proofs of theorems on fractions, to take one case, being replaced by the direction: "Proceed exactly as in arithmetic." The examples are numerous, and those furnished as types are well done. The answers alone occupy ten pages. For those who are working under a good teacher this may prove a useful text-book. Its cheapness is certainly a recommendation.

A Middle Algebra. By W. BRIGGS, M.A., and G. H. BRYAN, Sc.D., F.R.S. ($6\frac{3}{4} \times 4\frac{1}{2}$ in., pp. 354; price 3s. 6d. Clive.)

This is an admirable book, one that we can heartily recommend to the notice of all teachers who are contemplating a change of text-book, and also one that every teacher will profit by reading. The course begins with indices and ends with the binomial theorem with a positive integral exponent. At the same time, it includes several subjects which are usually omitted from this stage, but of which the treatment is so clear and attractive that little doubt can be felt about the desirability of their introduction. Under this heading we may refer especially to the chapters on Inequalities, on Zero and Infinity, on Maxima and Minima, and, in part, to that on Simple Series. Almost every chapter, however, contains some addition worthy of notice, or some method of explanation that will be an aid in teaching. It is not easy in such a case to discriminate the best; but, if it were only for the chapters on Equations reducible to Quadratics, on Simultaneous Quadratics, on the Theory of Quadratics, and on Permutations and Combinations, the book would be worthy of a place in every mathematical teacher's library.

Primer of Geometry. By J. SUTHERLAND, M.A. ($7\frac{1}{2} \times 5$ in., pp. 117; price 2s. 6d. Longmans.)

If time could be found, there can be no doubt that a course of this kind would prove an interesting introduction to geometry, and lessen the initial difficulties of Euclid. The author gives practical applications of some of the early propositions, and suggests many exercises for working out in the playground and elsewhere, with simple apparatus that can be made by the pupils themselves. The diagrams will certainly be found attractive, the inaccessibility of a tree, whose height is to be measured, being proved by the presence of a wild bull at its foot, &c. In the imaginary section of the earth, on page 57, it would be advisable, in the light of recent investigations, to omit the words "molten interior."

CHEMISTRY.

Manual of Chemical Analysis. By G. S. NEWTH. (Longmans.)

We have had occasion to speak in high praise of the three previous books on Chemistry by Mr. Newth, and the book now before us bears testimony to the thoroughness which always characterizes his work. Every page bears the impress of the practised teacher, who succeeds with his pupils in raising analytical work above the usual rule-of-thumb manipulation, and in causing it to be a real education for the mind. In the preface the author expresses a regret that even now analysis is taught in a purely mechanical manner, and very often the principles are quite unintelligible because students desire to "do analysis" without having a sufficient knowledge of chemistry to make it worth the time devoted to it. The author has done his best

to make the book as little of a cram-book as possible, and has endeavoured to teach analytical chemistry as well as analysis. The old complaint he again brings forward as to the method of making notes when doing analysis, and he has a fling at the three-column method. As he insists very strongly, and rightly so, upon the importance of making notes, we wish that he had, for the guidance of teachers who would be only too glad to follow the methods of an expert, pointed out more clearly the form and substance of the notes the student should make, exemplifying them, perhaps, by giving a model set made upon a supposed analysis. The qualitative and quantitative portions each occupy about half the book of 450 odd pages. In the former, the general reactions of the rarer metals are referred to, and, in the latter, gas analysis and the estimation of the commoner elements in organic bodies are included. Well tried typical methods and processes are described in full detail in each of the sections, such as shall form a thoroughly sound course of practical study. The principles of each step taken are explained, and the difficulties that may occur to a student are anticipated and discussed. For instance, we may refer to the footnote on page 441, wherein a full explanation of the reason why, in Victor Meyer's method of determining the density of a vapour, the temperature of the bath need not be known—a difficulty that always occurs to a thoughtful student. We may say at once that we know of no book on the subjects treated of which gives such a mass of information within a convenient compass. It places the subject of analysis on an intellectual basis, and is a happy contrast to the ordinary run of such works. The book itself is got up in an attractive form, both type and binding being excellent, and the large number of illustrations have without exception, been made from original photographs of the actual apparatus employed. We have no hesitation in recommending it most warmly, and feel sure it will meet with the reception it thoroughly deserves.

(1) *Chemical Experiments.* By G. H. WYATT. (Rivingtons.)
(2) *Mensuration, Hydrostatics, and Heat.* By G. H. WYATT. (Rivingtons.) (3) *A First Year's Course of Practical Physics.* By J. F. TRISTRAM. (Rivingtons.)

These three little books are intended primarily for young beginners, and consist of a number of experiments to be performed by them. The chemical experiments are very well chosen, and the instructions are clear. The range includes such general processes as distillation, crystallization, &c., the study of air, water, and chalk, and the properties of the gases that follow from it, as well as a few easy quantitative experiments in volume measuring and weighing. They should offer no difficulty to the average boy. We say average advisedly, as one comes across some boys who are obstinately clumsy with their hands, and who have no idea of setting up the simplest apparatus. For this reason a course of practical physics should precede one on practical chemistry.

(2) We are not so favourably impressed by the second on the list by the same author. The principle of the two books is that the learner should find out for himself everything he possibly can. The heuristic method is, no doubt, excellent in theory, but in practice we have to effect a compromise in deference to the time at our disposal, and, more especially, to the mental capacities of our pupils; and it appears to us that in this second little book too much is expected of the young beginner in many cases in drawing conclusions from the results of his experiments. The explanation of Archimedes' principle is not satisfactory, and, in the calorimetric experiments, no mention is made of the heat that goes to raise the temperature of the calorimeter, nor of that which is lost by radiation and conduction.

(3) Mr. Tristram's "Course of Practical Physics" comprises experiments on measurement of lengths, areas, volumes, and densities of solids and liquids, and on the barometer and Boyle's law. It is the result of a wide experience of large classes, and we can recommend it as an excellent course for beginners, especially as by its use the whole class can be kept together, so that all can profit by the oral instruction.

An Introduction to Practical Quantitative Analysis.

By H. P. HIGHTON. (Rivingtons.)

This book has been written to provide a course of quantitative chemistry suitable for beginners, and the experiments have been chosen and arranged so that as few assumptions as possible are necessary. The results obtained in the earlier experiments are subsequently utilized for calculating out the results of later ones which depend upon them. Out of the eighty-six given in the book, fifteen are devoted to the estimation of silver in its simpler compounds by synthesis and by gravimetric and volumetric methods. The other elements treated of include sodium, iron, copper, and the halogens. There are sixteen pseudo experiments, such as the determination of boiling and melting points and the coefficient of expansion of air and of densities of solids, liquids, and vapours. Some of the methods described are not commonly found in elementary books, but they offer no great difficulty. The author continually bears in mind that he is writing for beginners; accordingly, instructions as to methods of procedure and of manipulation are given in great detail. We can recommend the book as offering an excellent introductory course of quantitative analysis. The experiments are well chosen, and admirably adapted to bring out the

(Continued on page 742.)

Just Ready for December. Price Sixpence.

THE PRACTICAL TEACHER

PRESENTED WITH THIS NUMBER.

A SPECIALLY ILLUSTRATED SUPPLEMENT

OF

THE NEWEST GIFT BOOK LITERATURE, &c.

FULLY ILLUSTRATED CONTENTS—

THE EDUCATIONAL WORLD: Notes on Primary and Secondary Education in England, Scotland, and Abroad. By T. B. ELLERY, J. PATERSON, CATHERINE I. DODD, E. E. FOURNIER D'ALBE, and Special Correspondents.

THE SCHOOL JOURNEY: A Means of Teaching Geography. By J. H. COWHAM, Professor of Education, Westminster Training College.

FULLY ILLUSTRATED NOTES OF LESSONS.

THE PRINCIPLES AND PRACTICE OF TEACHING: Decimals.
DOMESTIC ECONOMY: Food, Its Functions and Nutritive Value.

LOGIC AND METAPHYSICS (L.L.A. EXAM.).

LONDON MATRICULATION PREPARATION COURSE.

FRENCH AND GERMAN PRIZE COMPETITIONS.

Mensuration by Experiment.

Lessons in the Principles of Grammar.

Advanced and Honours Science Notes:—Physiology, Chemistry, Physiography, Theoretical Mechanics, Mathematics (Stages II. and III.), Heat, Differential Calculus for Beginners.

Editor's Table, Query Column, &c., &c., &c.



To ensure obtaining Copies of the



CHRISTMAS NUMBER

(JANUARY NUMBER) of

The Practical Teacher

AND A COPY OF THE

LARGEST OBJECT-LESSON SHEET

(BEAUTIFULLY PRINTED IN COLOURS)

EVER PRESENTED WITH A MAGAZINE,

Orders should NOW be given to Booksellers and Newsagents.

This Number will contain several Important Contributions, among which will be

**AN ORIGINAL COPYRIGHT
STORY IN FRENCH,**

By JULES CLARÉTIE;

**A POEM IN FRENCH, FOR
PRIZE COMPETITION,**

By FRANÇOIS COPPÉE;

CYCLING IN THE BEAUTIFUL PYRENEES

(Fully Illustrated).

A CHRISTMAS CAROL,

by RALPH DUNSTAN, Mus.Doc.,

AND

A NEW AND ORIGINAL SCHOOL PLAY.

READY TUESDAY, DEC. 20TH. PRICE SIXPENCE.

Office of THE PRACTICAL TEACHER, LONDON: 33 PATERNOSTER ROW, E.C.

NEW YORK: 37 EAST 12TH STREET.

PARIS: NEAL'S LIBRARY, 248 RUE DE RIVOLI.

BERLIN: GSELLIUS'SCHE BUCHHANDLUNG, 52 MOHREN STRASSE 52.

AND OF ALL BOOKSELLERS, NEWSAGENTS, AND BOOKSTALLS.

Published by W. & R. CHAMBERS.

NEW GIFT AND PRIZE BOOKS.

In rich cloth bindings and charmingly illustrated by Lewis Baumer, W. H. C. Groome, W. Boucher, P. Tarrant, G. Nicolet, and J. Finnemore.

NEW BOOKS FOR GIRLS.

- 5/—**THE GIRLS OF ST. WODE'S.** By L. T. MEADE.
"The interest once aroused is never allowed to flag."—*Daily Telegraph*.
3/6—**BELLE.** By the AUTHOR OF "TIP-CAT," "LADDIE," &c.
"Will score an instantaneous and well-deserved success."—*Vanity Fair*.
3/6—**HEEMY.** By MRS. MOLESWORTH.
"As pretty a story as even Mrs. Molesworth ever wrote."—*Glasgow Herald*.
2/6—**GREYLING TOWERS.** By MRS. MOLESWORTH.
"Many as are the stories of this kind that Mrs. Molesworth has written, there is none better than this."—*Scotsman*.

NEW BOOKS FOR BOYS.

- 5/—**DASH AND DARING.** By G. A. HENTY, G. MANVILLE FENN, D. KER, &c.
"The subjects introduce that element of adventure that appeals to the healthy mind of the healthy boy."—*Glasgow Herald*.
5/—**DRAW SWORDS!** By G. MANVILLE FENN.
"A spirited and briskly written tale of adventure."—*Scotsman*.
3/6—**THE WHITE PRINCESS OF THE HIDDEN CITY.** By D. L. JOHNSTONE.
"The book is above the average of those of its class."—*To-day*.
3/6—**O'BEE TANTAE DESERTS.** By DAVID KER.
"The reader is swept along breathless with adventure."—*Sheffield Independent*.
3/6—**NIC REVEL.** A White Slave's Adventures in Alligator Land. By G. MANVILLE FENN.
"It is crowded with excitement."—*Outlook*.
1/—**COLA MONTI.** By the AUTHOR OF "JOHN HALIFAX GENTLEMAN."

POPULAR BIOGRAPHIES.

- 2/—**TWO GREAT POETS (Shakespeare and Tennyson).**
1/—**TENNYSON: the Story of his Life.** By E. J. CUTHBERTSON.

Just Published. Price 2s. 6d.

CHAMBERS'S NEW RECITER.

Edited by R. C. H. MORISON.

W. & R. CHAMBERS, Ltd., 47 Paternoster Row, London; and Edinburgh.

National Society's NEW STORY BOOKS FOR THE YOUNG.

SEASON 1898-9.

- THE PATRIOTS OF PALESTINE.** By CHARLOTTE M. YONGE. Price 3s. 6d.
MY LADY'S SLIPPERS. By MARY H. DEBENHAM. Price 3s.
A ROMAN HOUSEHOLD. By G. NORWAY. Price 2s. 6d.
THE STONE DOOR. By FREDERICK C. BADRICK. Price 2s. 6d.
REINE'S KINGDOM. By L. E. TIDDEMAN. Price 2s.
A GUILTY SILENCE. By A. E. DEANE. Price 2s.
JO: A STUPID BOY, and other Stories. By KATHERINE E. VERNHAM. Price 1s. 6d.
GWEN. By PENELOPE LESLIE. Price 1s.
AUTOBIOGRAPHY OF A BULL DOG. By Mrs. NEVILLE PEEL. Price 1s.

NOTE.—A Complete Catalogue of the National Society's Story Books (the whole of which are illustrated with full-page Pictures, and are bound in boards, cloth gilt) will be sent on application.

NATIONAL SOCIETY'S DEPOSITORY, Sanctuary, Westminster, S.W.

essential principles, and a student who has gone through them systematically will have had as good a foundation as possible for more advanced work.

Notes on Volumetric Analysis. By A. THORNTON and M. PEARSON. (Longmans.)

The experiments chosen illustrate fully all the simple processes of neutralization, oxidation, and iodometry. A short chapter is also given to introduce the methods of precipitation. The plan consists of a typical experiment with full instructions, followed by additional experiments involving the same principles. The book covers the range of the Inter. B.Sc. at London University and kindred examinations. The authors are the science masters at Bradford Grammar School, and are responsible for the large measure of success which their pupils have had in University scholarship and other examinations, and their experience embodied in this little book will be of great help to others.

Chemical Analysis. By BRIGGS and STEWART. (Clive.)

This is one of the well known "Tutorial Series" issued by the University Correspondence College Press, and has the merits and demerits of a book written up to a certain syllabus. It contains the usual reactions of the commoner inorganic substances, and tables for the analysis of simple salts and mixtures, as well as some easy experiments in volumetric analysis. The equations of the reactions are given in but a few of the cases. The book includes all that is required for the practical work in Chemistry at the Intermediate B.Sc. and at the Advanced Practical Examination in Inorganic Chemistry of the Science and Art Department.

(1) *Practical Organic Chemistry.* By GEORGE GEORGE. (Clive.)

(2) *Practical Organic Chemistry.* By SAMUEL RIDEAL. (H. K. Lewis.)

(1) Mr. George writes for the candidates at the Elementary and Advanced Examinations in Practical Organic Chemistry of the Science and Art Department. The more important reactions of all the substances mentioned in the syllabus are first dealt with, and, in most cases, are indicated by chemical equations; then follow the methods of examination of mixtures containing organic compounds enumerated in the Elementary Stage, and, finally, those containing the compounds enumerated in the Advanced Stage. Tables of analysis and separations are numerous, and the names of the reagents and chief results are printed in heavy type. The arrangement is very clear, and is very well adapted for its purpose.

(2) Dr. Rideal's book contains over twice as many organic compounds as the former, viz., all those required for the London B.Sc. and

Inter. M.B. No attempt is made at tables or schemes of analysis. These are left for the student himself to furnish, as, by this means, he can ascertain whether he has mastered the characteristics of the compounds he has been studying. For the benefit of the medical student, a list is given of the *materia medica* preparations and organic compounds included in the British Pharmacopoeia. This second edition will be sure to have as wide a circulation as the first.

Domestic Hygiene; including some general problems affecting the Public Health. By ARNOLD WINKELREID WILLIAMS, M.B., C.M. (7¼ x 5 in., pp. 175, illustrated; price 1s. 6d. Bell.)

This little book seems to us very well fitted to accomplish its purpose, —to serve, that is, as a manual for those who attend "technical instruction and other similar classes." It is the outcome of a good deal of lecturing in rural and urban districts on Health and the Causes and Prevention of Diseases. Dr. Williams has certainly learnt in the process the art of stating his facts and arguments very simply and clearly, and experience has also taught him what to include and what to exclude. It is natural that his counsels should sometimes be counsels of perfection, as, for instance, with regard to the cubic space per child in a class-room (150 cubic feet at least, instead of the usual 80 or 90 cubic feet), and the number of times per hour (ten) the air must be changed. But there is no harm in this; we need much in the way of ideals, and it would not be well for the public to grow contented with its very insanitary customs. We note, by the way, that he gives the anti-vaccinationists some very tough statistics to digest, though he is brief and very moderate in the remarks he makes. The diagrams are satisfactory, and an index is provided. Altogether, this is a capital little book of its kind.

Practical Domestic Hygiene. By J. L. NOTTER and R. H. FIRTH. (Longmans.)

A most useful little work which should be in the hands of all who are responsible for the well-being of themselves or of others. Every one should be acquainted with the principles of sanitary science, at least as applied to dwelling houses; and herein are set forth, in an elementary and interesting manner, the homely subjects of drainage, ventilation, foods, &c., which are so frequently neglected until too late, and on which so much depends. Part III. treats of the care and management of the sick, and gives plain practical information to enable non-professional persons to render first aid in cases of minor accidents and illnesses that occur in our daily life. It is an excellent little book and well worthy of success, and householders will find it "touches the spot."

J. M. DENT & CO.'S PRIZE BOOKS.

ILLUSTRATED ROMANCES SUITABLE FOR PRIZES.

In large crown 8vo, cloth, 4s. 6d. each net.

This is a Series of the Masterpieces of English Romantic Fiction, printed in a large, strong, black type, with wide margins, with a Biographical Introduction to each Novel written by an Authority, and 12 Coloured Plates by well-known Artists.

THACKERAY'S ESMOND—

"A tasteful gift book which should this Christmas delight both old and young."—*Observer*.

THE VICAR OF WAKEFIELD—

"To say that it is one of the most attractive editions of the immortal story on the market, is to state only the bare truth."—*Westminster Gazette*.

THE INGOLDSBY LEGENDS—

"As it is one of the books everybody who reads should wish to possess, the publishers are to be complimented on having brought it out in such a desirable form."—*Scotsman*.

JOHN HALIFAX, GENTLEMAN—

"This beautiful series of illustrated romances cannot fail to uphold their reputation."—*Manchester Courier*.

IVANHOE.

THE ARABIAN NIGHTS.

FAIRY TALES FROM THE ARABIAN NIGHTS.

Edited and Arranged by E. DIXON. Illustrated by J. D. BATTEN, with 5 Photogravures and 32 Drawings in the Text, including Initial Letters, &c. Small crown 4to, 7s. 6d. net.

Athenaeum.—"Old and familiar friends, yet seldom have they presented themselves in so acceptable a guise as this."

St. James's Gazette.—"Mr. J. D. Batten is the illustrator, and the fine full-page pictures—more especially the frontispiece—will do much to enhance his reputation. The small sketches are also very clever. . . . Editor, Artist, and Publisher may well be proud of their work."

MORE FAIRY TALES FROM THE ARABIAN NIGHTS.

Edited and Arranged by E. DIXON. Illustrated by J. D. BATTEN, with 5 Photogravures and 32 Drawings in the Text, including Initial Letters, &c. Small crown 4to, 7s. 6d. net.

A CHILD'S BOOK OF SAINTS.

By WILLIAM CANTON, the Author of "W. V. Her Book," "The Invisible Playmate," &c., &c. With 18 full-page Illustrations and Frontispiece in 6 Colours by T. H. ROBINSON, with a beautiful Design on Cover in 6 Colours by the same Artist. Large crown 8vo, 5s. net.

Spectator.—"These are beautiful stories excellently well told in poet's prose."

Westminster Gazette.—"All the fascinations of a thrilling story, together with whatever is best and most valuable for Sunday reading."

Pall Mall Gazette.—"One of the very best books of its kind."

A BOOK OF DOGS.

Containing many Tales and Wonders gathered by E. NESBIT, and numerous Illustrations from Pencil Drawings by WINIFRED AUSTIN. Small crown 4to, 2s. 6d. net.

A Companion Volume to "A Book of Cats."

Pall Mall Gazette.—"Should worthily replace the ephemeral and tiresome Christmas Card."

LITTLE GIRLS AND LITTLE BOYS.

Being an Alphabet with Coloured Pictures of Boys and Girls by GEORGINA CAVE GASKIN. Small pott 8vo. Paper cover, 1s. net; cloth, 1s. 6d. net.

A CATALOGUE MAY BE HAD ON APPLICATION.

J. M. DENT & CO., 29 & 30 BEDFORD STREET, COVENT GARDEN, W.C.

By A. SONNENSCHNEIN and H. A. NESBITT, M.A.

A Remodelled Edition of "The Science and Art of Arithmetic," under the Title of

THE NEW SCIENCE AND ART OF ARITHMETIC,

will be published in a few weeks.

A Specimen Copy will be forwarded on application, before 31st December, 1898, to any bona fide Teacher of Arithmetic in School or College.

NOTICES

of "The Science and Art of Arithmetic," which, originally published in 1870, has gone through a number of successive editions.

"It is the best book in the English language."—ACADEMY (New York).

"An excellent book."—Prof. JEVONS, in his "Principles of Science," 3rd Ed. p. 481.

"Mr. Sonnenschein is a pupil, and a thoroughly taught pupil, of Prof. De Morgan, and it is scarcely necessary to say more in order to convince all that there is nothing like half-digested work in this Arithmetic. It is admirable. Brevity and lucidity are its main characteristics; it gives a clear proof of all the rules—insisting upon the exact meaning of the various operations and their interpretation."—SPECTATOR.

"We heartily commend the work to teachers generally. A reader who has carefully gone through it cannot fail to master the details of the science."—NATURE.

"The work is the best in the language."—INQUIRER.

THE A B C OF ARITHMETIC. Teacher's Book, Two Parts, 1s. each. Pupil's Book (Exercises), Two Parts, 4d. each.

NUMBER PICTURES FOR THE NURSERY, KINDERGARTEN, AND SCHOOL. Sixth Edition. 14 Coloured Sheets. On Roller, 7s. 6d.; on Boards, varnished, 16s. MODEL LESSON, 6d.

(SWAN SONNENSCHNEIN & CO., LTD., LONDON.)

By PROF. KIRCHOFF and A. SONNENSCHNEIN.

A SCHOOL GEOGRAPHY: Junior Course. With 14 Plates and 41 Illustrations. 2s. 6d. Chapter I. gives Graphic Preliminary Notions on Geographical Terms; II., III. deal with the Shape and Axial Motion of the Earth; IV. gives a Summary of Territorial Geography; V., VI. are on the Dimensions of the Globe and on Projections. Appendices on the Metric System, the Thermometer, &c.

"If used by an intelligent reader, it will amply fulfil its object. The illustrations are good."—SCOTTISH GEOGRAPHICAL MAGAZINE.

(SWAN SONNENSCHNEIN & CO., LTD., LONDON.)

By A. SONNENSCHNEIN and J. M. D. MEIKLEJOHN, M.A.

THE ENGLISH METHOD OF TEACHING TO READ. THE NURSERY BOOK, containing all the Two-Letter Words in the Language. 1d. Also in Large Type on Four Sheets, with Roller. 5s.

FIRST COURSE (Short Vowels with Single Consonants). 7d. SECOND COURSE, with Combinations and Bridges (Short Vowels and Double Consonants). 7d. THIRD AND FOURTH COURSES (Long Vowels and all the Double Vowels in the Language). 7d.

SPECTATOR.—"These are admirable reading books, because they are constructed on a principle, and that the simplest principle on which it is possible to learn to read English."

W. BLAKISTON, Esq., H.M.I., in his book, "The Teacher," says:—"One of the most successful teachers of reading to infants attributes her wonderful results to the system. She uses Sonnenschein and Meiklejohn's English Method of Teaching to Read."

(MACMILLAN & CO., LTD., LONDON.)

By A. SONNENSCHNEIN.

GERMAN THROUGH ENGLISH: GRAMMATICAL READINGS. Preface by H. W. EVE, M.A. 3s. 6d.

"As practical a help to the learning of German as we have seen of late. Mr. Sonnenschein has wisely tried to teach the beginner to commence reading at once, and to pick up the necessary grammatical information as he goes along."—ATHENÆUM.

SPECIMEN LESSONS: a Contribution to a Definition of Good Methods of Teaching. 1s.

"Mr. Sonnenschein's methods are the methods of a true educationalist, and he advocates them with fervour and ability."—TEACHER'S AID.

"Every young teacher, and every old one too, should digest this book. It will show the beginner that there are right and wrong ways of teaching, that the easiest way is not necessarily the best, that even elementary arithmetic teaching is not the simplest thing in the world, and, above all, that, if properly taught, it can be made to develop the mind, whilst, if improperly taught, it will not merely fail to do so, but will actually stunt its growth."—PREPARATORY SCHOOL REVIEW.

(SWAN SONNENSCHNEIN & CO., LTD., LONDON.)

SWAN SONNENSCHNEIN & CO.

SOME NEW PRIZE BOOKS.

A REALLY POPULAR, SCHOLARLY LIFE.

Life of Marie Antoinette. By CLARA TSCHUDI. Thick 8vo, 7s. 6d. "Written in such a bright and natural manner that it must be carefully kept from high-school girls until the Christmas holidays. We shall hope to see it well known as a prize-book for good schools. Essentially a book to give to a cultured woman as a birthday present."—SPEAKER. "It is a woman's book for women. On the whole, the fittest compliment we can pay it is to suggest that it would be an ideal prize to a girl leaving school, and one that she might treasure for life. There is an exquisite portrait of Marie in the bloom of her beauty."—LITERARY GAZETTE.

SIR JAMES RAMSAY'S NEW WORK.

The Foundations of England: Twelve Centuries of British History (B.C. 55–A.D. 1154). By SIR JAMES H. RAMSAY, of Bamf, Bart., M.A. Two Vols., Maps and Illustrations, large 8vo, 24s. First review: "A masterpiece of learned research and a monument of untiring labour. The book stands by itself, and supplies in one clear, connected, verified, and authoritative record, the knowledge for which the student without it must ransack a whole library of histories, studies, researches, and works of specialists. The book compels admiration as history pure and simple. A work of incomparable value."—SCOTSMAN.

SECOND IMPRESSION OF ALFRED RUSSEL WALLACE'S NEW BOOK: The Wonderful Century: Its Successes and Its Failures. 7s. 6d. "A very charming account of the great leading discoveries of the century."—TIMES. "We have seldom read a more compendious and luminous account of the great scientific discoveries which entitle this century to be called 'wonderful.'"—WESTMINSTER GAZETTE. "The book, not of the hour, but of the whole year."—LONDON REVIEW.

Social England Series.

Edited by KENELM D. COTES, M.A. (Oxon.). Illustrated, each 4s. 6d.

NEW VOLUMES.

The Evolution of the English House. By S. O. ADDY, M.A. With 42 Illustrations. (This day.)

Life in an Old English Town. By M. DORMER HARRIS. "We know not where the daily proceedings of Englishmen which established England as Merry England and laid the foundations of our national greatness and prosperity can be better or more agreeably studied."—NOTES AND QUERIES.

NEW BOOK BY EDWARD CARPENTER.

Angels' Wings: A Series of Essays on Art and its Relation to Life. With 9 fine Plates. Square crown 8vo, 6s.

HERBARTIAN LITERATURE.

Letters and Lectures on Education. By J. F. HERBART. Translated and edited by H. M. and E. FELKIN. Preface by OSCAR BROWNING, M.A. 4s. 6d. (This day.)

The Application of Psychology to Education. By J. F. HERBART. Translated and Edited, with Introduction, by B. C. MULLINER, B.A. 4s. 6d.

Herbartian Principles of Teaching. By C. J. DODD (Owens College, Manx.). Illustrated. 4s. 6d.

Dialogue on Moral Education. By F. H. MATTHEWS, Headmaster of the Bolton Grammar School. 3s. 6d.

MRS. BRYANT'S NEW BOOK.

The Teaching of Christ on Life and Conduct. By SOPHIE BRYANT, D.Sc., Headmistress of the North London Collegiate School for Girls. 2s. 6d. Its purpose is to concentrate attention on the practical side of Christ's teaching, and to show it as a complete and consistent Ethical Scheme.

Port-Royal Education. By FÉLIX CADRE. Translated by A. D. JONES. 4s. 6d. "A delightful book, containing a really excellent account of a chapter of educational experience, at once as regards theory and practice, that lies outside of the ordinary histories of education. The translation is very well done."—GLASGOW HERALD.

PROF. VINES' NEW BOTANY.

Elementary Text-Book of Botany. By S. H. VINES, M.A., D.Sc., Sherardian Professor of Botany in the University of Oxford. 397 Illustrations. 9s. (This day.)

Practical Plant Physiology. By Profs. W. DETMER and S. A. MOOR, M.A. (Camb.), F.L.S. 184 Illustrations. 12s.

Introduction to the Study of Organic Chemistry. By JOHN WADE, B.Sc. Illustrated. 7s. 6d. "It is quite the best of its kind."—GUYS' HOSPITAL GAZETTE.

PROF. SEDGWICK'S NEW ZOOLOGY.

Student's Text-Book of Zoology. Vol. I.: PROTOZOA to CHAETOGNATHA. By ADAM SEDGWICK, M.A., F.R.S., Fellow and Tutor of Trinity College, and Reader of Animal Morphology in the Univ. of Cambridge. 472 Illustrations. 18s. "Mr. Sedgwick's book is not only the last, but the best, zoological text-book, so far as the first volume goes, in the language."—Prof. E. RAY LANKESTER in NATURE.

Radiation: An Elementary Treatise on Electro-Magnetic Radiation and on Röntgen and Cathode Rays. By H. H. F. HYNDMAN, B.Sc. (Lond.). Diagrams. 6s. "It helps to fill a void left by the artificial subdivision of Physics into separate class subjects. To the real student of Physics it will be found most useful."—Prof. SILVANUS THOMPSON, D.Sc., F.R.S.

French Conversations. By Mlle. DEMOURS DE ST. MANDÉ, Professor of French in the North London Collegiate School for Girls. Book I., 1s.; Book II., 1s.

Concise Anglo-Saxon Dictionary for the Use of Students. By J. R. CLARK HALL, Ph.D. New and Cheaper Issue. 4to, 7s. 6d.

Studies in Little Known Subjects. By C. E. PLUMPTRE. 6s. "The author writes clearly, reasonably, and with sound common sense on many and varied subjects."—JOURNAL OF EDUCATION.

Greek Vases, Historical and Descriptive. By SUSAN HORNER. Preface by Dr. A. S. MURRAY (Brit. Museum). Map and 46 Illustrations. 3s. 6d.

The Teacher's Manual. By the late LAURA SOAMES. Edited by Prof. W. VIETOR, Ph.D., M.A. PART I.—THE SOUNDS OF ENGLISH, 2s. 6d. PART II.—THE TEACHER'S METHOD, with Copious Word-Lists, 2s. 6d.

SWAN SONNENSCHNEIN & CO., LTD., LONDON.

CAMBRIDGE UNIVERSITY PRESS.

NEW AND ENLARGED EDITION.

THE ELEMENTS OF ENGLISH GRAMMAR.

By A. S. WEST, M.A., Trinity College, Cambridge. New and Enlarged Edition. Extra fcap. 8vo, 2s. 6d.

Prefatory Note to the Enlarged Edition.—Some hundreds of additional Questions and Examples are given in the present edition, and in a few places the wording of the text has been altered. The numbers of the paragraphs remain the same.

Guardian.—"It is far and away the best of its class hitherto published for boys of thirteen to sixteen years of age, and, if we mistake not, will soon become a standard text-book in secondary schools, and mark a new epoch in the teaching of English grammar."

Schoolmistress.—"To the younger generation it will be found as complete and interesting as a treatise on grammar can be. . . . The work has our heartiest recommendation."

New York Critic.—"Without exception, the best book of its compass for school use that we have met with. . . . We strongly advise all friends of education to examine it."

BY THE SAME AUTHOR.

AN ENGLISH GRAMMAR FOR BEGINNERS.

Price 1s.

Schoolmaster.—"It is a capital little work, which we can heartily recommend."

Teacher's Monthly (Birmingham).—"We recall with considerable pleasure the perusal of 'The Elements of English Grammar,' by the same author. We are glad to see that our own appreciative comments on the work have been largely endorsed, and that a second edition has already been called for. The qualities that caused the larger book to be so well received are precisely of that nature which would ensure the success of the smaller. With this elementary text-book in use in the lower classes of their schools, teachers will ensure that their pupils will have nothing to unlearn when ready for the more advanced work."

CAMBRIDGE SERIES FOR SCHOOLS AND TRAINING COLLEGES.

General Editor: W. H. WOODWARD, of Christ Church, Oxford, Principal of University (Day) Training College, Liverpool, and Lecturer on Education in Victoria University. The following works are now ready:—

GRAY.—ODE ON THE SPRING AND THE BARD. Edited, with Introduction and Notes, by D. C. TOVEY. 8d.

MACAULAY.—ESSAY ON BUNYAN'S PILGRIM'S PROGRESS. Edited, with Introduction and Notes, by A. D. INNES. 1s.

MILTON.—LYCIDAS AND COMUS. Edited, with Introduction, Notes, and Glossary, by A. W. VERITY. 2s.

Educational Times.—"We can heartily recommend the book."

Bookman.—"Much of the auxiliary matter here is recast from the Pitt Press edition. It is none the less admirable on that account, and includes all that is required by the student."

XENOPHON.—ANABASIS IV. Edited, with Notes and Vocabulary, by G. M. EDWARDS, M.A., Fellow and Classical Lecturer of Sidney Sussex College, Cambridge. 1s. 6d.

CICERO.—IN CATILINAM I. Edited, with Introduction, Notes, and Vocabulary, by J. H. FLATHER. 1s. 6d.

School Guardian.—"The simplicity and usefulness of this little volume are wonderful. It is meant for students who have had little experience in reading Latin, and who have not access to books of reference. In itself, therefore, it should be complete, and it is."

VERGIL.—ÆNEID I. Edited, with Introduction, Notes, and Vocabulary, by A. SIDGWICK. 1s. 6d.
Book XII. By the same Editor. 1s. 6d. *Nearly ready.*

Educational Times.—"Mr. Sidgwick's volume is a rather abridged and elementary version of his well known edition. The notes are entirely to the purpose, and there are a vocabulary and a useful conspectus of the Latin subjunctive. Mr. Flather's book (Cicero in Catilinam I.), which also contains a vocabulary, is rendered noteworthy by the careful table of 'syntactical usages,' which considerably enhances the value of the book. . . . If all the volumes of the Latin series are up to the level reached in the two before us, the new series should prove a valuable addition to the stock of class-books."

School Guardian.—"For a small edition this is one of the most compact and complete possible. We commend it to all students who want to read Vergil for the first time, and to read it well."

Other Volumes in preparation. Full Prospectus on application.

PITT PRESS SERIES.—New Volumes.

ARISTOPHANES.—CLOUDS. Edited, with Introduction and Notes, by C. E. GRAVES, M.A., Fellow of St. John's College, Cambridge. 3s. 6d.

JUVENAL.—SATIRES. Edited, with Introduction, Notes, and Index, by J. D. DUFF, M.A., Fellow of Trinity College. 5s.

TWO NEW WORKS ON THE TEACHING OF MODERN LANGUAGES.

THE TEACHING OF MODERN FOREIGN LANGUAGES IN OUR SECONDARY SCHOOLS. By K. H. BREUL, Litt.D., Ph.D., University Lecturer in German. Crown 8vo, 2s.

THE METHOD OF TEACHING MODERN LANGUAGES IN GERMANY. Being the Report presented to the Trustees of the Gilchrist Educational Trust on a visit to Germany in 1897, as Gilchrist Travelling Scholar, by MARY BRENNER, M.A. London (Classics and Modern Languages). Crown 8vo, 1s. 6d.

Now ready, suitable for School Prizes, the following works, in half-parchment, gilt top.

GRAY'S ENGLISH POEMS. Original, and translated from the Norse and Welsh. Edited, with Introduction and Notes, by D. C. TOVEY, M.A., Clark Lecturer at Trinity College, Cambridge. Half-parchment, gilt top, 5s. (In cloth binding, 4s.)

Guardian.—"The Pitt Press has added to its well known series an admirably edited collection of the English Poems of Thomas Gray. . . . In Mr. Tovey's 200 pages of notes there is refreshment for all tastes, and information for all degrees and varieties of culture. The edition is as useful for the higher forms of schools as it is suggestive and stimulating to the most advanced scholar, and we heartily recommend it to both classes, as well as to the general reader, interested in the poet whose lines he has known at first hand or by quotation from his earliest days."

BACON'S ESSAYS. Edited, with Introduction and Notes, by ALFRED S. WEST, M.A., Trinity College, Cambridge, Fellow of University College, London. Half-parchment, gilt top, 5s. (In cloth binding, 3s. 6d.)

Speaker.—"A scholarly edition. . . . We congratulate Mr. West on this admirable, and in every sense satisfactory, edition of one of the least read, and at the same time greatest, of English classics."

EARLE'S MICROCOSMOGRAPHY. Edited, with Introduction and Notes, by A. S. WEST, M.A. Half-parchment, gilt top, 4s. (In cloth binding, 3s.)

Guardian.—"Earle's 'characters' are certainly the best of their kind in English, full of humorous sarcasm and abounding in illustrations of seventeenth century life. But the illustrations themselves require to be illustrated, and the great merit of Mr. West's edition is the scholarly thoroughness of his notes, in which he explains Earle's quaint sayings and allusions by an abundance of parallels from contemporary writers. . . . It is a great advance on any previous edition."

LONDON: C. J. CLAY & SONS, CAMBRIDGE UNIVERSITY PRESS WAREHOUSE, AVE MARIA LANE.

London: Printed by C. F. HODGSON & SON, 2 Newton Street, High Holborn, W.C.; and published by WILLIAM RICE, 3 Broadway, Ludgate Hill, E.C.



